

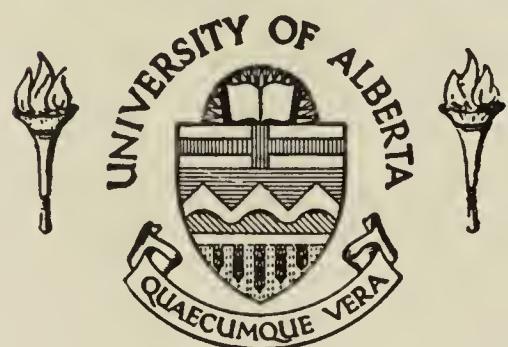
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THE UNIVERSITY OF ALBERTA

THE CONSOLIDATED SCHOOL MOVEMENT IN ALBERTA, 1913-1963

by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "The Consolidated School Movement in Alberta, 1913-1963" submitted by Thomas Curtis Sugden in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The consolidated school movement on the North American continent had its origin in the United States, moving to Eastern Canada and then westward to Alberta. The Liberal Government of the Province in 1913 passed legislation to permit the establishment of consolidated schools. Warner was the first consolidation organized in Alberta. From the south the movement spread northward and by 1920 there were 63 consolidations in existence. A period of stability followed till about 1938 when there was a sharp and steady decline in the number of independent consolidated school districts. In June 1963 the only consolidations in operation were Barons, Lousana, Great Bend, Forestburg, Galahad, Falher and Crowsnest.

Often the consolidated school was able to offer a greater variety of courses than was available in a rural district school. Teachers could specialize and had fewer grades per classroom. Courses in agriculture, manual training, and home economics were an added feature in some consolidated schools. These high school enabled many students to obtain high school education at a time when lack of funds would have otherwise meant the end of formal education.

There were several reasons for the decline of the "consolidated school" movement:

- (1) In 1913 after an area expressed a desire to form a consolidation, a vote was taken in the whole proposed area. Changes in legislation in 1919 allowed rural and town or village districts to vote independently on consolidation. Both areas had to be in agreement before the consolidation would come into being, whereas before a majority vote of the whole area was all that was required.

(2) The original legislation stipulated that vans should be provided to convey the children. Operation of these vans proved a costly item. Later legislation provided for the co-operation of school districts for the purpose of supplying educational facilities for their children. Under these arrangements the co-operating districts did not have to supply vans or form binding consolidation agreements unless they so desired.

(3) In 1921 the Secondary Consolidation Act allowed for consolidation of districts for high school purposes only. Some areas found it desirable to operate the district school for the lower grades and send the older children to the consolidated rural high school.

(4) The greatest decline came after legislation was passed in 1936 allowing for the formation of school divisions. These were erected by government order and consolidations often found it advantageous to join the division. The last few years have seen many operating and non-operating consolidations formally dissolved and included in the divisions and counties.

Material for this investigation came mainly from the Annual Reports of the Department of Education, government files and minute books of consolidated districts. Personal visits were made to a number of consolidated districts. Of the districts that had ceased operation only Chinook Consolidated No. 16 had a complete file of correspondence and minute books. The keen interest of many ratepayers in Chinook school was a major factor in the school's thirty-four years of operation.

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CHAPTER I

INTRODUCTION

Although half a century has elapsed since the Alberta Government in 1913 passed legislation to amend the School Ordinance and to authorize the consolidation of school districts, no previous research has attempted to survey the consolidated school movement in the Province. As time has progressed many of the significant facts have been forgotten, and primary sources of information have become difficult to locate.

Purpose

In Alberta in the years immediately preceding 1913 there was rising sentiment in favour of consolidating schools, and when the necessary legislation was passed by the Provincial Legislature in 1913, consolidations soon came into existence. During the next six years there was a great increase in the number of consolidations of school districts.

The author has had four specific purposes in this study of the consolidated school movement in Alberta: to trace its origin and development; to determine its background factors; to measure the extent of its acceptance in the Province; and to ascertain the causes of its decline.

An historical survey of this kind could not include a detailed development of each of the seventy-nine consolidated schools in Alberta that were formed between 1913 and 1963; hence the scope must be of a general nature. Although the author traces the movement in other countries and in other parts of Canada, the main survey will deal with

the Province of Alberta only.

Definitions

For purposes of this study consolidated schools are defined as those schools formed under the jurisdiction of the Bill entitled An Act To Amend the School Ordinance, The School Assessment Ordinance and the School Grants Ordinance,¹ which was passed by the Alberta Legislature in 1913. Amendments to the above legislation are also taken into account.

For convenience, throughout the treatise the aforementioned Bill will be called the "Consolidation Act."

Methods of Research

The method of research has been mainly bibliographical. Materials, both published and unpublished, furnished facts and views pertinent to the subject. Government files furnished information concerning the size and organization of original consolidated districts.

For illustrative purposes, ten consolidations were chosen in order to obtain a more intimate knowledge of the problems faced by consolidated districts. The ten were as follows: Warner No. 1, Chinook No. 16, Nosehill No. 17, Scotfield No. 26, Milk River No. 28, Nanton No. 50, Stony Plain No. 52, Pandora No. 77, Crowsnest No. 78, and Cherry Point No. 79. These were selected for various reasons. In the period of time, they ranged from the first consolidation formed in 1914 to the last consolidation formed in 1959. In location, they ranged from Milk River near the southern border, to Cherry Point, the most northerly

¹Statutes of the Province of Alberta Passed in the Fourth Session of the Second Legislative Assembly (Government Printer, 1913), p. 295.

consolidation. The sizes varied also; Pandora contained two districts, but Nanton and Warner each contained six districts. A special study was made of Chinook Consolidated School No. 16 and a more detailed report of this consolidation will be included in Chapter VII.

In cases where the consolidations had ceased to function, letters were written to the secretaries of the counties or of the large school divisions in which the consolidations had been included. When minute books were not available, an endeavor was made to locate former secretaries of the consolidated school district, who supplied much valuable information. Personal visits were made to Chinook, Scotfield, Nanton, Stony Plain and Crowsnest.

Sources of Information

The Annual Reports of the Departments of Education for respective provinces of Canada, dating from 1905 to 1963, presented the incidence of consolidations in various provinces. The Reports for Alberta summarized in detail the early meetings for the organization of consolidations, and the views of the people as gleaned by various superintendents of schools.

Several reports and pamphlets concerning rural education during the early years of consolidation helped to shed light on the education problems current at that time. A Survey of Education in the Province of Saskatchewan,² a report by H. W. Foght, related a brief history of consolidations in Alberta, Saskatchewan, Manitoba and North Dakota; it

²Harold W. Foght, A Survey of Education in the Province of Saskatchewan (Regina: King's Printer, 1918).

showed the extent of the movement in those areas in 1918. The Minister of Education for Alberta, in a speech delivered to the Alberta School Trustees' Association meeting in Calgary in 1921, took a critical look at education in Alberta.³

In 1929 another Minister of Education for Alberta published a fourteen-paged pamphlet entitled Rural Education in Alberta,⁴ in which he listed some of the problems pertaining to rural education, and proposed solution and the results expected from its adoption. Issued in 1935, two reports suggested the formation of larger units of school administration; they were entitled What Is and What Might Be in Rural Education⁵ and Report of the Legislative Committee on Rural Education.⁶

Other helpful publications are listed in the bibliography.

Related Studies

Several related studies in the form of unpublished theses furnished background material relating to the development of the consolidated school movement in Alberta. Among these, the thesis by R. McCall⁷ on the "History of the Rural High School in Alberta," contained material

³George P. Smith, The Future of Our Schools (Edmonton: King's Printer, 1921).

⁴P. Baker, Rural Education in Alberta (Edmonton: King's Printer, 1929).

⁵Department of Education, What is and What Might Be In Rural Education (Edmonton: 1935).

⁶Legislative Assembly, Report of the Legislative Committee on Rural Education (Edmonton: Sessional Paper 136, 1935).

⁷R. McCall, "A History of the Rural High School in Alberta" (unpublished Master's thesis, The University of Alberta, 1956).

relevant to the later consolidations. The rural high school was the outcome of the Secondary Consolidation Act passed by the Alberta Legislature in 1921. The Goresky thesis⁸ "The Beginning and Growth of the Alberta School System" presented an over-all picture of education in Alberta. "School Divisions in Alberta, Their Organization, Operation and Contributions," a thesis by Gilles,⁹ depicted the movement that followed in the wake of the two consolidated movements.

Organization of Thesis

The historical survey of the consolidated school movement in Alberta revealed that the movement could be divided into three main periods: one of rapid increase (1913-1920); one of slow increase (1921-1936); and one of decline (1937-1963). Thus, the structure of the thesis has been assembled around those particular periods of time.

Chapter I states the purposes of the survey, defines consolidated schools, outlines methods of research and gives sources of information and related studies.

Chapter II briefly describes the consolidation of rural schools across North America. Brought into focus, however, is the consolidation movement in Alberta.

Chapter III, in presenting the reasons for the rise of consolidations, outlines pertinent legislation with commentary on some background factors.

⁸I. Goresky, "The Beginning and Growth of the Alberta School System" (unpublished Master's thesis, University of Alberta, 1944).

⁹J. W. Gilles, "School Divisions in Alberta, Their Organization, Operation and Contributions" (unpublished Master's thesis, University of Alberta, 1942).

Chapter IV describes the economic condition and depicts the growing interest in education throughout the province. The effect on the consolidation movement of such factors as teacher supply, climatic conditions and transportation problems are also included.

Measured in terms of the number of school districts amalgamated to form each of them, the seventy-nine consolidations that have operated in the province have varied considerably in size. Chapter V makes specific reference to this and also classifies consolidated schools according to the location of the building.

That the consolidated school districts in rural communities made available a wider variety of educational facilities than was possible under the single-district organization, is the generalization applied in Chapter VI. Here, too, references are particular in respect to extended instruction, introductory courses and other features considered practical by some educators and by educationally-minded citizens.

Chapter VII gives further details regarding the organization and operation of Chinook Consolidated School #16. Also included in this chapter is a brief description of the inclusion agreement with Acadia School Division #8.

Discussed in Chapter VIII are changes in legislation and primary reasons affecting the sharp decline in the consolidated school movement. Although actual dissolution of some consolidated areas did occur, the recent advent of two consolidations is noted.

The final chapter gives an evaluation of the consolidated school movement as a forerunner of the large administrative units serving the interests of education today.

In order to present a concise coverage of the consolidated school movement much of the detailed legislation passed by the Provincial Legislature has been omitted in the text of the chapters, but is incorporated in the Appendices.

CHAPTER II

THE ORIGIN OF THE MOVEMENT IN UNITED STATES AND CANADA

The idea of consolidating rural school districts was not a novel idea when adopted by Alberta in 1913. It had been tried out in other parts of the continent and the results had been observed. Though this survey is to deal with Alberta consolidations it could hardly be complete without a brief look at the origin of the movement on the North American continent.

Movement in United States

Massachusetts was one of the first states to organize school consolidations. Superintendent Rockwell, in the year 1893, commented on the movement as follows:

For eighteen years we have had the best attendance from transported children, no more sickness among them and no more accidents. The children like the plan exceedingly.¹

From Massachusetts the movement spread westward and was in successful operation in over twenty states by 1909. Consolidation of schools was widely accepted as good national policy and by 1918 about 10,500 consolidated schools had been organized, taking the place of 50,000 one-room schools.² In North Dakota, a state which borders on our prairie

¹ Manitoba, Annual Report of the Department of Education. Manitoba, 1909, p. 122.

² H. W. Foght, Survey of Education in the Province of Saskatchewan (Regina: King's Printer, 1918), p. 65.

provinces and which is less than one third the area of either Alberta or Saskatchewan, there were 447 consolidated schools at the close of World War II.

Movement in Eastern Canada

In Canada, the movement started in a different manner. Sir William Macdonald of Montreal, the munificent benefactor of McGill University, founded and temporarily maintained a consolidated school in each of the five eastern provinces.³ He hoped in this way to show the benefits of consolidation.

Professor J. W. Robertson was Macdonald's advisor and helped in setting up the schools. The first school of this type at Middleton, Nova Scotia, opened in August 1902, followed by Kingston school in New Brunswick, which opened in August 1903. The former consolidation was centered around a village having a population of eight hundred, while the latter was purely rural, the school being situated at four cross-roads. Two other school organized and completely financed by Sir William Macdonald for a period of three years were located at Hillsborough, P. E. I., and Guelph, Ontario.

Movement in Western Canada

Although the early Canadian consolidations were in Eastern Canada it was not long until the fervor spread to the western provinces. In Manitoba the Government passed a Consolidation By-law which became

³ Manitoba, Annual Report of the Department of Education, Manitoba, 1909, p. 12.

effective January 1st, 1906.⁴ Virden was the first consolidation in that province with the districts of Virden and Shane uniting and a new building being erected in the town of Virden and occupied early in January of the year 1906. Virden obtained a van which was made at Winnipeg and necessary arrangements were made for transportation. Holland was Manitoba's second consolidation; in this particular consolidation four vans were required to transport the children. The movement in Manitoba became so strong that by 1909 a special superintendent was appointed by the Department to supervise the consolidated schools.

Saskatchewan did not move toward consolidation as rapidly as Manitoba. In his Survey of Education in the Province of Saskatchewan, published in the year 1918, H. S. Foght found that school consolidation had made little impression on schools up to that time.⁵ He attributed it to the fact that no concerted government policy had been adopted to encourage any particular form of consolidation. Although legislation of 1913 provided for the organization of districts of fifty or more square miles and for the conveyance of pupils, the start of the movement was left to local initiative. That this movement moved slowly in Saskatchewan can be seen by the fact that there were only nine consolidations in 1914, and eighteen in 1918.

In Alberta, the idea of consolidation of rural schools was attracting more attention by the year 1912. Many areas in the province

⁴ Manitoba, Annual Report of the Department of Education, Manitoba, 1906, p. 55.

⁵ Foght, op. cit., p. 65.

were looking for solutions to their educational problems and many comments made by inspectors that year showed signs of rising interest.

F. L. Aylesworth of the Olds Inspectorate stated:

I believe that where there are several schools in close proximity to one another--as in the case of various sections of my inspectorate--consolidation is the most helpful and effective solution for the many problems these rural school boards have to struggle with at the present time.⁶

J. W. Brown of the Medicine Hat Inspectorate, after speaking of the problems of rural education, and the difficulties in building good schools that were now desired by trustees, suggested consolidation.⁷ He also suggested this as a solution to the "permit teacher" problem.

In the Wetaskiwin Inspectorate, the inspector, M. O. Nelson, listed some problems confronting consolidation and went on to give his opinions as follows:

The subject of school consolidation is becoming a popular theme of discussion in a great many districts. Two considerations that cause the ratepayer to hold aloof from a trial of this principle are:

- (1) Is the scheme practicable in Alberta?
- (2) Will it be too expensive?

There are centres in this inspectorate where by reason of contiguous and accessible rural districts, consolidated schools could doubtless be operated with success. If this were done in some few cases and found practicable there would be little difficulty in admitting the principle to more general extension.⁸

The interest in consolidation in the Province seemed to be general, for in 1913 legislation was enacted to allow for consolidation of school

⁶ Annual Report of the Department of Education, Alberta, 1912, p. 54.

⁷ Ibid., p. 59. ⁸ Ibid., pp. 66-67.

districts, a full account of which will be found in Chapter III. Soon after the legislation came into being there were widespread meetings to discuss the advantages and disadvantages of consolidated schools. Warner was the first area to form a consolidated school in Alberta. It included the village district and four rural districts. The school, which opened in 1914, consisted of six classrooms, a science room, a room for domestic science and one for manual training. In that same year in the Lethbridge Inspectorate a second consolidation had been formed at Foremost. These two consolidations were in dry land farming areas and had their schools in village centers. Interest toward consolidation was also shown in the districts of New Dayton, Retlaw, Barnwell and Lost Lake. J. P. Morgan, inspector of this area, stated, "In Warner the system has surpassed expectation both from the standpoint of efficiency and expense, and this has no doubt given impetus to the movement in the south."⁹ The movement in Alberta grew rapidly with a total of twelve consolidations in existence by the end of 1915. That the movement originated in the south can be seen by the fact that the first five consolidations were all within 100 miles of the southern border. By the end of 1918 Alberta had organized fifty-eight consolidated schools, and was second only to Manitoba in the number of consolidated schools in Western Canada.

British Columbia did not follow along the same line of consolidation taken by the other western provinces. Legislation in the year 1897 allowed formation of rural municipalities each with its School Board of

⁹ Annual Report of the Department of Education, Alberta, 1914, p. 93.

five members. This was a unifying of educational efforts but still was not the solution to effective rural education, according to J. W. Gibson, Director of Elementary Education in British Columbia.¹⁰ He believed the solution was the consolidation of rural schools and indicated there was a growing sentiment in its favor at that time. Thus it happened in Canada that the consolidation movement spread from the east coast to the west coast over a period of fifteen years.

¹⁰ Sessional Papers, British Columbia, 1919, Volume I, Sec. D, pp. 63-64.

CHAPTER III

LEGISLATION PERTAINING TO CONSOLIDATED SCHOOLS IN ALBERTA

It is proposed in this chapter to deal with the original legislation relating to school consolidation in Alberta. As new acts sometimes take precedence over older legislation, reference will be made to educational acts that came into being after 1913. Amendments that have been made to the original legislation will also be considered to the end of the year 1963.

In 1913 Arthur Lewis Sifton was Premier and leader of the Liberal party which had been in power since 1905. J. R. Boyle had replaced C. R. Mitchell as Minister of Education in 1912. In the session of the Provincial Legislature which preceded the change of ministry, there had been discussion concerning school consolidations, but the Minister of Education had not proposed any new legislation.¹ A provincial election was set for April of 1913 and the Liberal party passed much legislation pertaining to farmers, the first session of 1913 being often referred to as the "farmers' session."² Though it happened that legislation pertaining to consolidation was passed in the spring before the election, there is little indication of the education issue taking precedence over the "railway issue" that had been a center of dispute for some time.

¹ Edmonton Bulletin, January 31, 1912, p. 1.

² Ibid., March 1, 1913, p. 1.

Early Legislation

On February 28, 1913, a discussion took place in the Legislature on the topic of consolidation of schools.³ The necessary amendments were made and the bill to this end was read for the first time. The second reading of the Bill respecting the School Ordinance took place on March 11, 1913.⁴ The Bill, upon second reading, was ordered to be committed to the "Committee of the Whole." March 18 saw the third reading of the Bill which was passed and entitled An Act to Amend the School Ordinance, The School Assessment Ordinance, and The School Grants Ordinance.⁵ Final assent was given to the Bill on March 25, along with over eighty other bills, thus bringing about the first legislation in Alberta dealing with consolidated schools.⁶

The School Ordinance, being Chapter 29 of the Ordinance of 1901, was amended by adding after Section 40 the subsections lettered (a) to (h), the first two of which read as follows:

40 a. If the board of trustees of each of two or more contiguous districts pass a resolution requesting to be formed into a consolidated school district, the Minister may authorize a vote of the resident ratepayers of each of such districts to be taken in the manner as nearly as may be provided by section 14 to 22 inclusive for the holding of the first school meeting for the purpose of ascertaining whether or not the majority of such resident ratepayers are in favor of the union of such school districts into a consolidated school district.

40 b. Upon the Minister being satisfied that the majority of resident ratepayers voting in the manner hereinbefore provided are in favor of the union of such school districts as aforesaid may by

³ Ibid., March 1, 1913, p. 2.

⁴ Journals of the Legislative Assembly of Alberta, Edmonton, 1911-15, p. 119.

⁵ Ibid., pp. 177-180. ⁶ Ibid., p. 151.

order, notice of which shall be published in the official Gazette, unite such school districts into a consolidated district.⁷

The remaining subsections gave further amendments to the Ordinance, a full account of which will be found in Appendix A. The School Assessment Ordinance and the School Grants Ordinance were amended to meet the new needs. The full text of these amendments will be found in Appendices B and C. A concise summary of the new legislation was given by the Deputy Minister in his report to the Minister.

a. Each school entering into the consolidation retains its identity as a school district.

b. The board of the consolidated school district is composed of the chairman of the boards of the school districts involved during the first year and subsequently of one representative elected by the resident ratepayers of the respective districts. In the case of the consolidation of two school districts a third trustee is chosen by the chairman of the two boards involved, and in the case of failure to make such a choice the Minister appoints the third trustee.

c. The Secretary-Treasurer of the consolidated school district is also the Secretary-Treasurer of each of the districts united into the consolidation.

d. The revenue required from taxation in connection with the operation of a consolidated school is provided by a uniform assessment over the whole consolidated district.

e. The revenue required to provide for the liabilities of the individual districts is provided by a special levy on the assessed property of the respective districts.

f. The Government aid given to such a consolidation is the sum of the grants which would be earned by the united districts if operated individually and under the most favorable conditions, together with a grant of 80 cents per day for each approved conveyance which is employed for the transportation of pupils.⁸

⁷ Statutes of the Province of Alberta (Edmonton: Government Printer, 1913), p. 295.

⁸ D. S. MacKenzie, Report to J. R. Boyle, Annual Report of the Department of Education, Alberta, 1913, pp. 13-14.

Amendments to Original Legislation

In the year 1915 minor changes occurred in Section 40a and 40d of the School Ordinance.⁹ Section 40a now required the Board of Trustees to first pass a resolution requesting the formation of a consolidated district. Section 40d was amended by adding a proviso which allowed the Board of a consolidated district, with the consent of the Minister, to take over the assets and assume the liabilities of the districts included in consolidation and upon the terms agreed by the said Board.

Minor changes in the School Ordinance were made in the year 1917. Section 40b stated that only when all matters pertaining to the consolidation were in order would the notice be placed in the official Gazette. The proviso of Section 40d mentioned in the preceding paragraph was substituted with only minor changes. Section 40e of the original Act came in for greater revision thus making the vans or conveyances to be approved by the Department, while the trustees of the consolidated district would plan routes, the pupils conveyed and the distance travelled. In case of a dispute concerning the latter, the decision of a school inspector should be final.¹⁰

A major revision occurred in 1919 with the repeal of Sections 40a to 40h inclusive and new sections substituted. Since this is a lengthy revision the full text will be found in Appendices D and E. A change that was to affect the organization of consolidations was that relating to the vote taken for formation. In order to form a

⁹Statutes of the Province of Alberta (Edmonton: Government Printer, 1915), p. 413.

¹⁰Statutes of the Province of Alberta (Edmonton: Government Printer, 1917), p. 216.

consolidation, twenty-five per cent of the resident ratepayers had to petition for a vote. Rural districts and village or town districts voted separately and a majority vote was required in both cases. Consolidations could also include parts of districts or unorganized territory. The new legislation gave the Minister power to erect not more than two consolidations a year if he deemed it advisable. Elections for trustees were called for when a consolidation was organized, whereas before, the chairmen of the respective districts forming the consolidation formed the Board for the consolidated districts. Towns now could have two trustees elected to the consolidated board while the other districts elected only one member. Provisions were made for a rotation of members, thus leaving an experienced member on the board at all times. The new legislation explained in detail many of the aspects relating to the formation of consolidated districts that were not clearly defined in previous legislation.

In the same year amendments to the School Grants Act gave increased grants to consolidated schools.¹¹ With certain provisions an additional grant of \$3.00 per day was given if the consolidated district had a senior room with at least six pupils in attendance. The conveyance allowance was increased from 80 cents to \$1.50 with an additional \$1.00 per day being provided if it was a motor conveyance of an approved type. A grant of fifty per cent of the cost of approved school equipment up to a maximum grant of \$250.00 was allowed the consolidated district if the senior room was equipped for community use. Increases were also given

¹¹ Statutes of the Province of Alberta (Edmonton: Government Printer, 1919), p. 209.

for secondary education in larger schools, a full account of which is included in Appendix E.

In 1921 the Secondary Consolidation Act came into being, this later being referred to as the Rural High School Act.¹² In 1922, the Statutes of Alberta were revised and Section 208 of Chapter 51 dealt with conveyance of school children from one district to another.¹³ This section enabled districts to enter into agreements for the education of their children and listed conditions for their conveyance. As this section became of increasing importance for rural districts it is included in Appendix F.

Legislation of the year 1924 enabled the use of other means in lieu of transporting students, and allowed a grant of \$1.00 per day for the same. In 1936 the Act allowing for the formation of School Divisions came into being. Little legislation outside of inclusion agreements has taken place regarding school consolidation in Alberta since that time even though the Consolidation Act remains part of the School Law at the present time.

¹² Statutes of the Province of Alberta (Edmonton: Government Printer, 1921), p. 233.

¹³ Statutes of the Province of Alberta (Edmonton: Government Printer, 1922), p. 675.

CHAPTER IV

DETERMINING FACTORS FOR AND AGAINST CONSOLIDATION IN ALBERTA

When in 1905 the School Ordinance of the Northwest Territories became the school law of the new province there were 560 organized school districts. This number soon increased and had reached 2,235 by the end of 1913, the year which saw the Consolidation Act come into being. Educationalists knew a change was necessary especially in the rural areas, and it was hoped the new act would remedy many of the problems. This chapter proposes to deal with the factors that promoted or hindered the consolidation movement in Alberta. Although generally the factors determining the vote for consolidation were interlocking, these have been broken down and grouped under four headings: (1) economic factors, (2) growing interest in education, (3) teacher recruitment, and (4) factors relating to climate and transportation.

Economic Factors

From 1905 to 1918 there was general prosperity in Alberta. Railway companies were promoting expansion and encouraging extension of settlement. Irrigation projects were being started by these companies. Farm production increased in amount and value. As the farmers' situation improved financially they sought improvements in educational facilities. Other areas that had a sparse settlement were not able to meet the rising costs and looked for some solution. The fact that some school boards were unable to pay teachers' salaries was reported by

F. L. Aylesworth of the Olds Inspectorate.¹ Costs of school houses and equipment usually exceeded the debenture loan of a district, partly because of the desire of the trustees to build good schools. It was because of this situation that J. W. Brown, of the Medicine Hat Inspectorate, suggested the need for consolidating school districts.² It was hoped that two or more districts could work together providing one school for all their children, thus eliminating the duplication of services and equipment and thus reducing costs. In 1912 M. O. Nelson of Wetaskiwin Inspectorate listed two considerations that caused rate-payers to hold aloof from the consolidation topic: (1) "Is the scheme practicable in Alberta?" and (2) "Will it be too expensive?"³ It is interesting to note that the costs involved ranked second. With the formation of Warner consolidation in 1913 keen interest was shown in the different aspects of its operation. J. Morgan of the Lethbridge Inspectorate, in his annual report to the Department, reported, "In Warner the system has surpassed expectation both from the standpoint of efficiency and expense and this has not doubt given impetus to the movement in the south."⁴ That this was true was later seen by the fact that the Lethbridge Inspectorate had only three consolidations at the beginning of 1915 while at the close of the year there were eight with several others in the process of formation. At the end of the year 1916, J. Morgan reported that in no case had there been an increase in

¹ Annual Report of the Department of Education, Alberta, 1912, p. 54.

² Ibid., 1912, p. 59. ³ Ibid., 1912, p. 66.

⁴ Annual Report of the Department of Education, Alberta, 1914, p. 93.

taxation.

Even though consolidation had moved ahead at a rapid pace in the Lethbridge area, other areas were still skeptical. F. G. Buchanan of the Hanna Inspectorate reported, "In three localities having villages as centres some interest is being manifested in this type of school, but the fears of increased taxation and its unequal apportionment are great obstacles to the formation of such districts."⁵ In the same year M. E. Lazerte of the Bassano Inspectorate stated that he thought there would be a large number of these school organized as soon as farmers established themselves on a financial footing.⁶ A year later when reporting on the consolidations at Lomond and Carseland he stated there had been no increase in costs for the former but for the latter the expense was about one-fifth higher than before. The increase was reported to be due in part to the hard bargaining of van drivers.

The fear that it would not be possible to hire a conveyance for less than \$4.00 a day was expressed by Dr. Stewart in a debate in the Legislature in 1913 on the proposed Act.⁷ He cited costs of conveyance of children at Lethbridge. Mr. Boyle replied that the price of 80 cents a day per conveyance was a flat rate instead of a percentage of the costs as it was in Manitoba. In this way the provincial authority had control over expenditure and the cheaper the arrangements that the districts could make the less would be the amount taken out of the revenue of the district.

⁵ Annual Report of the Department of Education, Alberta, 1915, p. 115.

⁶ Ibid., 1915, p. 132.

⁷ Edmonton Bulletin, March 1, 1913, pp. 1 and 5.

That the above factors, though receiving special attention on behalf of the ratepayers, did not deter formation of consolidations was seen in the first six years after legislation. By the start of 1920 sixty-three consolidations had been established. About this time farm prices started dropping and in the matter of four years the price of wheat was less than half of its former value. Costs of fodder increased and with it costs of conveyances became an added burden to the taxpayers. By 1923 many residents were driving vans for a period of time in payment of tax indebtedness. In other areas vans ceased to operate, thus the slump in the early twenties brought on a reluctance on the part of taxpayers to enter into permanent consolidation agreements.

Growing Interest in Education

By 1912 and 1913 the people in rural areas were beginning to realize that educational opportunities afforded by the rural schools were inadequate. High school education was difficult to provide in the one-teacher rural schools and many of the people who wanted their children to receive a higher education, while still having the children at home, looked with keen interest at the prospect of consolidation. Not only was the prospect of a high school intriguing but consolidation would also bring the benefit of a graded school. Farmers looked for courses to be offered that would better fit their children for life on the farms; these courses were mainly to be agriculture and manual training, a fuller discussion of which will be given in Chapter VI. Some of the problems rural residents had in supplying education for their children were presented by M. O. Nelson in his report on the formation of a consolidated school in the Rimbey area. A full account of his report

is given in Appendix G. At times, although some of the ratepayers desired a better type of education, many other people in the area were not ready for this change with its probable tax increases. This was often true in areas where there were a great number of bachelors, for when a vote was taken for consolidation it would not get the required majority.⁸

Increased enrolment and better attendance seemed to arise from consolidation, whether it was from the fact that the larger school with more students increased the students' interest or from the fact that conveyances were supplied. In 1919 J. E. Hodgson, Supervisor of Consolidated Schools, devoted a paragraph of his report to attendance and enrolment; the context read as follows:

The most remarkable result of consolidation has been the rapid increase in school enrolment. The consolidated schools which have been two years or more in operation show an average increase of fifty per cent, in the enrolment, while the records for the surrounding rural districts for the same period show an increase of only five per cent. The increase in some instances has been phenomenal. Barons consolidated school district has increased its enrolment one hundred per cent since 1915, Coaldale one hundred and twenty-five per cent, while Forestburg has shown an increase of seventy-five per cent during the past year. These increases are due not only to the fact that many of the children remain for a longer period in school but also to the fact that parents are attracted to those districts which offer the best facilities for the education of their children.⁹

Teacher Recruitment

With the rapid increase of school districts the need for teachers advanced more rapidly than did the supply. "Permit teachers" were

⁸Mary P. McCallum, "Rural Education Policies," The Grain Growers Guide (April 14, 1920), p. 7.

⁹Annual Report of the Department of Education, Alberta, 1919, pp. 20-21.

allowed to fill the schools, many of which had low enrolment and irregular attendance. By consolidating some of these areas it was hoped to reduce the number of teachers needed and eliminate the "permit" problem. The very frequent change of teachers and the lack of uniformity in their ability and training was listed as a serious problem in rural schools by F. L. Aylesworth, who was situated in the Olds Inspectorate.¹⁰ In the year 1916 J. Morgan of the Lethbridge Inspectorate, after observing the operation of the eight consolidated schools in his area stated, "Higher salaries have been paid to teachers and no doubt this will lead to longer tenure in office."¹¹ Consolidations seemed to solve some of the teacher problems but another problem was beginning to arise by 1917. J. Morgan suggested the need for a special type of teacher. His words were as follows:

These schools have won the marked approval of parents and are a great improvement over the ordinary rural schools. However, to secure ideal results we require a special type of teacher and at present the supply of such teachers is limited. The teachers for such schools should be broadly educated, progressive and of a distinctly rural turn of mind to meet the varied needs of the pupils and to guard against the tendency to proceed along established city lines. When consolidated schools become more numerous it may be necessary for your Department to make special provision for the training of teachers for these schools.

I need scarcely say that the frequent changes of teachers that takes place in our rural schools retard the progress of the pupils in the schools and prevent the teachers from exercising much influence in the district apart from the work done in the school room.¹²

¹⁰ Annual Report of the Department of Education, Alberta, 1915, p. 139.

¹¹ Annual Report of the Department of Education, Alberta, 1916, p. 68.

¹² Annual Report of the Department of Education, Alberta, 1917, p. 61.

The Deputy Minister of Education, J. T. Ross, in his report on consolidation acknowledged the fact that the teachers in consolidated schools were in general more experienced and better qualified to teach.¹³ J. E. Hodgson found that many experienced teachers with superior qualifications were attracted to the larger consolidated schools, but in one-room schools it was more difficult to secure more qualified teachers.

Factors Relating to Climate and Transportation

The fact that conveyances had to be provided for children who were more than one and one half miles distant from the school had both advantages and disadvantages. Before consolidations many young children attended very irregularly during the inclement weather. Speaking of conveyances and attendances in consolidated schools, J. Morgan of the Lethbridge Inspectorate stated, "More regular attendance has been secured. The children travel in comfort in all kinds of weather."¹⁴ That southern Alberta had the advantage of better climatic factors seems to have given impetus to the movement in the south. Open roads led to the gradual move for automobiles to take over from the horse drawn vans and democrats in the south as early as 1917. In the same year further north in the Heisler and Alliance districts there was less enthusiasm in consolidation because of the problems of getting good roads along

¹³Ibid., 1917, p. 13

¹⁴Annual Report of the Department of Education, Alberta, 1916, p. 73.

with lack of interest and leadership.¹⁵ Although the Alliance area lacked the good roads at that time, other areas felt they were ready to start the movement. E. Farr of the Peace River Inspectorate made the following statement for his area, "The need of more advanced instruction and more specialization together with the excellent roads in many parts is making the movement popular."¹⁶ Another example of the effect climatic conditions had on consolidations was indicated by C. O. Hicks of the Onoway Inspectorate when he reported as follows:

Although consolidation has not as yet made headway in this inspectorate, and although it can in all probability become general in a country district where hill, timber and muskeg are in the way, yet I found that consolidation was a live topic in those school districts which border on some main graded roads, such as the Belvedere trail or the St. Albert-Westlock road, and the people in these districts have arrived at the stage where complete information on this subject is being sought.¹⁷

In the Hanna area four votes taken for consolidation were defeated; in three cases the vote was negative on account of the unfavorable nature of the country and of the roads, along with a lack of interest and leadership.

The map on the following page shows the predominance of the movement in the south of the Province. It will be noted that only ten consolidations of the total of seventy-nine that were formed were in the area north of a line running through Edmonton. Forty-six consolidations are included in two circles each of a radius of sixty miles, one bordering on the southern border and the other centered around the

¹⁵ Annual Report of the Department of Education, Alberta, 1917, p. 55.

¹⁶ Ibid., 1917, p. 86.

¹⁷ Ibid., 1917, p. 98.

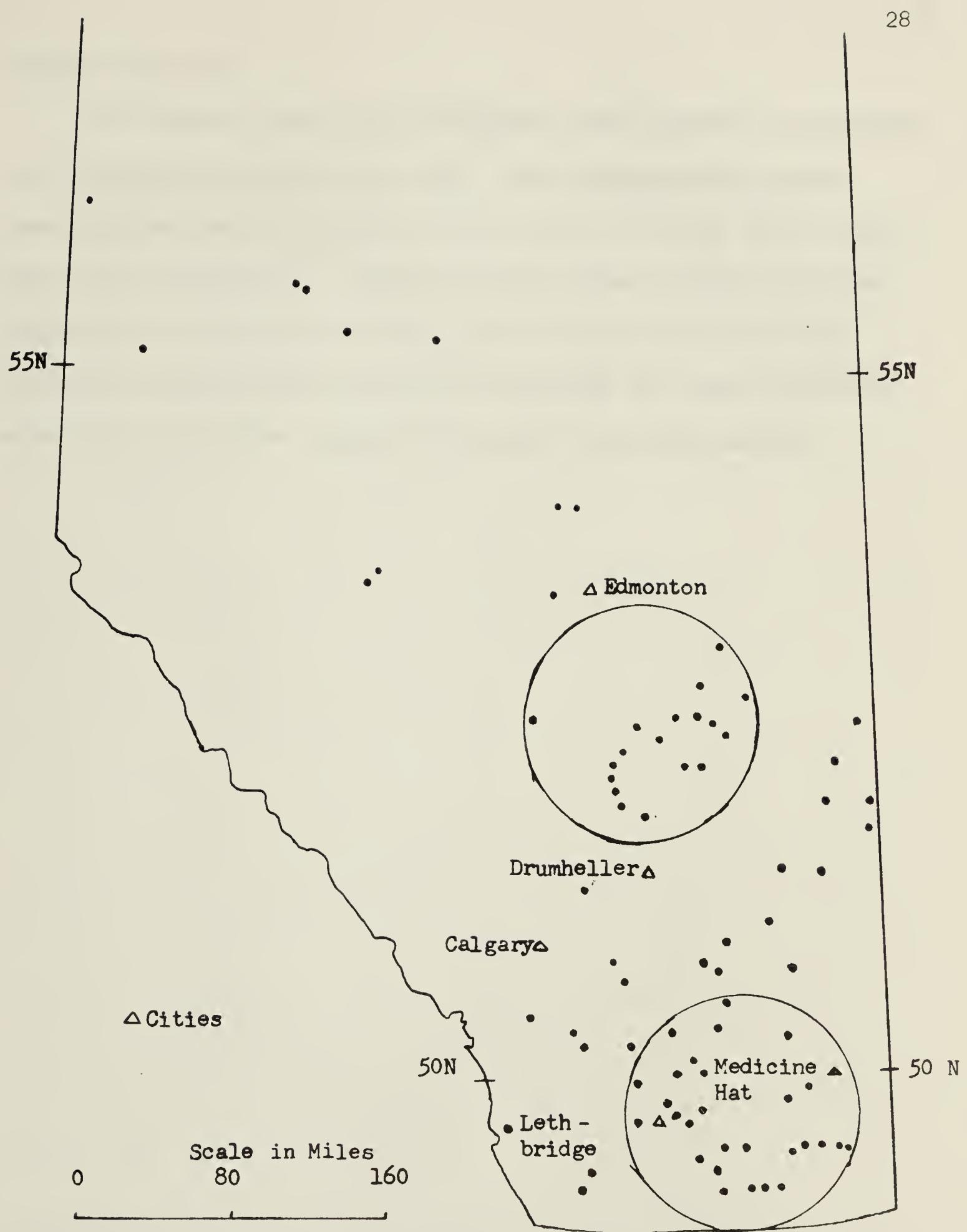


Figure 1. Location of the Total Number of Consolidated Schools in Alberta, 1913-1963. (These do not include Secondary consolidations) (Data from Annual Reports, Department of Education, Alberta)

Buffalo Lake area.

The danger of hasty and ill-advised consolidations was expressed by the Minister of Education in 1915. He recommended that careful investigations and consideration of all aspects be taken before agreements were entered into. Inspectors were briefed so they could give information to people if necessary, with the hope that with these precautions consolidations would be established only where conditions were such as to render successful operation reasonably certain.

CHAPTER V

TYPES AND SIZES OF CONSOLIDATED SCHOOL DISTRICTS IN ALBERTA

In this chapter consolidated schools are classified according to the number of school districts that were within the consolidation and according to the location of the building site, whether it be village or rural. The extent of instruction offered is not mentioned for no complete record remains of the extent of education offered in this new type of school in the early years. Whether the school was located in a rural area was judged from inspectors' reports and road maps. While at times it was difficult to find the specific locations, an attempt will be made in the latter part of this chapter to divide the consolidated schools according to location. The most accurate classification of schools was based on the size of the consolidation, taking as the unit of size the number of districts participating. This information was available from the Department of Education files. Each consolidated district was composed of two or more independent school districts. As these districts maintained their original existence for purposes of receiving government grants, it was possible to classify the seventy-nine consolidations according to the number of districts each contained. Table I gives such a classification.

Two- and Three-District Consolidations

These tended to be the most popular type of consolidation comprising forty-seven out of seventy-nine consolidations. That these were more prominent probably was due to the fact that two or three districts

TABLE I

SIZE OF CONSOLIDATIONS ACCORDING TO THE
NUMBER OF CONSTITUENT DISTRICTS*

Number of Independent School Districts in Original Consolidation	Number of Consolidations
2	20
3	27
4	23
5	4
6	3
7	2
Total	79

* Figures from Alberta Department of Education files.

found it easier to reconcile their differences than did areas comprised of many districts. The two districts often consisted of a village-centered district uniting with a rural district thus enabling the offering of a more complete educational program. Beiseker was termed an ideal consolidation of two districts. Inspector J. A. MacGregor stated that the village of Beiseker was at the center of the consolidated district and the most remote quarter section was only five and one-half miles from the school; the Beiseker school was a two-room brick building.¹ Other two-district consolidations consisted of two rural districts uniting to provide a central school for the students. Often

¹ Annual Report of the Department of Education, Alberta, 1918,
p. 31.

there was a pressing need for the consolidation, such as lack of a sufficient number of students in one area to warrant keeping a school open, or lack of finances necessary to hire and keep teachers. By combining two districts could operate one school and the added cost of vans was often less than a second teacher's salary.²

Three-district consolidations were at times made by districts that were located side by side. This was the case with Elnora Consolidation No. 39 and Lamont Consolidation No. 20. This gave the consolidated area for Elnora roughly the dimensions of nine miles by six miles or an approximate area of fifty-four square miles. Other three-district consolidations consisted of two districts side by side with the third bordering on the other two; among this type were Cassils Consolidated No. 65 and Buffalo Lake Consolidated No. 75. The area of these would generally be about the same as was previously mentioned.

Four and Five-District Consolidations

Four-district consolidations were the second most popular type of consolidation. With four districts taking part, quite often the four districts formed almost a square cluster--Retlaw Consolidated No. 4 was of this type. When the school was located in the central portion it was found that all districts had a comparable distance to travel and the area covered was greater than the smaller consolidations, thus allowing a multi-roomed school. These consolidations covered an area of approximately seventy square miles. Of the twenty-seven schools in the four- and

²Annual Report of the Department of Education, Alberta, 1913,
p. 82.

five-district group, only four were composed of five districts.

Six- and Seven-District Consolidations

Although there were very few of these larger consolidations, once they were established they tended to be a more permanent type of organization. Of the five consolidations in this group, two are still operating today. One of these larger consolidations was Rimbey Consolidated No. 19 which never operated in the true sense of a consolidation. In the Rimbey organization each district operated its own rural school, the only significant change being that the man in charge of the village school was made principal of all the schools in the consolidation.³ Barons Consolidated No. 8 and Forestburg Consolidated No. 45 are still in operation. Barons Consolidation was centered around a town district of about one square mile in area. Around the center were clustered six rural districts. Forestburg also contained seven districts but these were more nearly equal in size, the total area including approximately one hundred square miles.

Village and Rural Consolidations

Although consolidations could be classified under two headings, rural and village, it is difficult to obtain exact information in this regard. Judging from the inspectors' reports and by observations of locations on road maps there was about a fifty-fifty classification of rural consolidations and town or village consolidations. The extent of centralization around the school varied in rural districts. Nosehill

³Annual Report of the Department of Education, Alberta, 1917, p. 92.

Consolidated No. 17 was an example of a purely rural consolidation of two rural districts, with the school located on a ridge of hills in the geographical center of the two districts. Arrowwood Consolidated No. 59 was another example of a rural consolidation.⁴ Hastings Coulee Consolidated No. 64, while being a consolidation of three rural districts, was able to erect a three-room school and hire three first-class teachers.⁵ The rural areas were gradually included in Divisions and Counties and by 1959 out of the nine consolidations listed, eight consolidations were located in village centers and the one remaining consolidation was centered in a town. Cherry Point Consolidation No. 79 was in operation in the fall term of 1959 and was a rural consolidation, but was not listed in the 1959 report.

⁴ Annual Report of the Department of Education, Alberta, 1918, p. 31.

⁵ Annual Report of the Department of Education, Alberta, 1920, p. 95.

CHAPTER VI

EDUCATIONAL FACILITIES OF CONSOLIDATED SCHOOLS IN ALBERTA

Many hopes were expressed for new educational advantages from consolidation of schools. William Macdonald, whose contributions were mentioned in Chapter II, had visions of a differentiation of the country school course from that of the cities, "in order that the bulk of the rural population may grow up to love and prefer country life and its pursuits."¹ He saw the introduction of nature study and manual training as the central feature of the curriculum and the most important side of this rural school reform. J. R. Boyle, during the debate in the Legislature on the Consolidation Bill, had much the same idea in mind when he stated, "A consolidated school would also be able to select a teacher qualified to teach domestic science and a man to give agricultural education."²

Extent of Instruction Offered

The statement of J. R. Boyle, Minister of Education, before the passage of the Consolidation Amendments in 1913, was indicative of the feelings held by parents and inspectors. He stated,

. . . The most serious difficulty in connection with the conduct of rural schools is that they are one-teacher schools, and it is practically impossible to keep a teacher who is well qualified to teach both primary and advanced work, and the time at the disposal of the teacher will not permit the full development of primary and

¹ Annual Report of the Department of Education, Manitoba, 1905, p. 55.

² Edmonton Bulletin, March 1, 1913, pp. 1 and 5.

advanced work. Consolidated schools would be able to employ from two to four teachers, and the teachers could be selected who would be specially qualified for the teaching in the grade to which they were assigned. While it would not be possible for the consolidated schools to employ specialists in the same manner as they are employed in the towns and cities, yet, selected teachers able to do the work done by the specialists in the towns would be employed. It would be possible for them to employ a teacher holding a first-class certificate qualified to teach work done in the higher grades and the work taken in the first years of the high school.³

High school facilities for rural students became a reality and J. R. Ross in his report to the Minister of Education stated: "The pupils can be given at least two years in advanced work, which is not provided in the rural schools as at present organized."⁴ The larger consolidations had the advantage of increased facilities for secondary education. Some one-room consolidations, where enrolment was not too great in the lower grades and where teachers were qualified, were allowed to give some high school instruction. Inspector Gray of Consort gave praise to Consort Consolidated School No. 30, which at that time taught classes up to and including Grade XI. He saw the consolidated schools as the answer to high school work especially in areas such as the Consort Inspectorate where towns were small and could not support more than a two-roomed school.⁵ In the year 1919 Chinook Consolidated School No. 16 was the only school offering Grade XI subjects in the area; these students, it was reported by Inspector Mitchell, aided in overcoming the

³ Ibid., pp. 1 and 5.

⁴ Annual Report of the Department of Education, Alberta, 1918, p. 13.

⁵ Annual Report of the Department of Education, Alberta, 1919, p. 74.

teacher supply problem in the inspectorate.⁶ Although the Secondary Consolidation Act of 1921 and Section 208 of the Revised Statutes of Alberta for the year of 1921 tended to reduce the need of consolidations of the 1913 type, a number of the ones already formed continued to supply advanced instruction as did the few consolidations formed after the Acts of 1921 and 1922.

Agriculture Courses and School Fairs

It was hoped that consolidations would bring new interests for the rural boy and girl. J. R. Boyle, as mentioned earlier, expressed the hope of securing a teacher for agriculture. There was a growing demand for increased agricultural instruction, as was seen by the legislation permitting organization of Schools of Agriculture in the province of Alberta. This came into being the same year as school consolidation.⁷ J. E. Hodgson, Supervisor of Consolidated Schools, expressed the need for cooperation when he stated:

Schools of Agriculture have been established throughout the province with a view to giving instruction in agriculture and home economics. Preparation for admission to schools should receive special attention in Consolidated Schools and students who have taken the elementary and secondary courses offered by the latter should be encouraged to complete their training in the Schools of Agriculture. The closer cooperation of these schools would tend to develop a rural minded attitude in the Consolidated Schools and would lead to a larger number making more adequate preparation for progressive scientific farming.⁸

Even before this another movement was introduced in hope of

⁶ Ibid., 1919, p. 74.

⁷ Edmonton Bulletin, March 12, 1912, p. 2.

⁸ Annual Report of the Department of Education, Alberta, 1920, p. 31.

arousing interest in education and school affairs. This movement was the school fair. Organization sufficient to enable this movement to become a success did not seem to exist before the Consolidation Act of 1913. Mention of the first school fair of the area was made by J. Morgan in his Report on the Lethbridge Inspectorate.⁹ Only two rural districts united with the Coaldale Consolidated School when the first school fair was held in the district, but due to the great interest and educational possibilities it was felt that all rural areas would participate in the coming year. The interest in school fairs increased, and many other areas reported school fairs in the year 1918. The interest in gardening increased and Inspectors persuaded consolidated schools to set a few acres of the school ground aside for student gardens. In this way the agriculture courses offered could be made more practical. The fact that the school fair was not always as closely connected with school courses as it might have been may be drawn from J. E. Hodgson's statement, "School fairs should be encouraged, but they should be more closely related to the teaching of agriculture and nature study in the schools and be made an integral part of the course."¹⁰ This plan might have been implemented more satisfactorily had the suggestion of J. Morgan regarding provision of training of teachers for consolidated schools been followed through.¹¹ Though courses in agriculture were

⁹ Annual Report of the Department of Education, Alberta, 1918, p. 49.

¹⁰ Annual Report of the Department of Education, Alberta, 1920, p. 31.

¹¹ Annual Report of the Department of Education, Alberta, 1917, p. 61.

offered in teaching training institutions, quite often teachers lacked the knowledge and appreciation of the rural type of life that might have led to a greater appreciation of the courses.

Other Features

Domestic science and manual training were taught in Warner Consolidated School No. 1, the very first consolidated school formed in Alberta. This school had six classrooms with a room for each of the above-mentioned subjects plus one for science. The main problem was to get consolidations that had sufficient enrolment to warrant the inclusion of the special classes that Warner was able to offer. The greater number of the schools were in the one-, two- and three-room class, hence such a varied program could not operate. It appeared that agriculture and domestic science were carried on to a larger extent than manual training. J. R. Hodgson stated, "In a number of the schools excellent work is being carried on in domestic science and educational agriculture. A little manual training is also being introduced."¹² In 1931 the trustees of Coaldale Consolidated School No. 9 started a course in motor mechanics for high school boys desiring such training.¹³ Retlaw at that time was considering a similar move. Coaldale also had a course in household science for the girls and a woodwork course for the boys in the senior public school. Increased course offerings was one of the

¹² Annual Report of the Department of Education, Alberta, 1913, p. 13.

¹³ Annual Report of the Department of Education, Alberta, 1931, p. 72.

advantages secured in consolidated schools; in addition increased competition due to larger class enrolments provided added incentive to some students. A start of a movement for hot lunches seemed to be prominent in the early years of the consolidated movement. A booklet to assist in this aspect of school life was published in the year 1918.¹⁴ Greater use of the schools was made by the community through the aid of the government in the way of increased grants.¹⁵ The Provincial Government granted to each consolidated school district having its senior room equipped for community use a grant of fifty per cent of the cost of approved school equipment. The maximum grant was two hundred and fifty dollars. These events all helped to keep the interest in the schools, and to offer a new educational outlook in areas where increased educational facilities would otherwise have been inaccessible.

Summary

The enthusiasm for extra features seemed to be a basic part of the consolidated school movement in the early years. The desire for courses in agriculture, manual training and domestic science was often hampered by the lack of qualified teachers and the size of the consolidation. Often teachers did not have the rural outlook of the resident ratepayers and were more inclined to teach the academic courses. Only in the larger consolidations did the shop and domestic science courses remain a part of the curriculum.

¹⁴ Rural School Lunches, Alberta, 1918.

¹⁵ Statutes of Alberta, School Grants Act, 1919, Section 3f,
p. 212.

CHAPTER VII

THE CHINOOK CONSOLIDATED SCHOOL NO. 16

A special study of the Chinook consolidation was undertaken as this school appeared to be one of the better known consolidations in Alberta. It had a relatively long period of successful operation and the problems faced by Chinook were similar to problems faced by many consolidations.

Chinook is located 185 miles east of Calgary on Highway No. 9. The consolidated school district was formed in 1916 and continued to operate as a consolidation until it was included in the Acadia School Division No. 8 in 1951. Chinook is now a village with a population of 114, but at the time the consolidated school was formed it was a thriving center with five grain elevators, two hardware stores, two general stores, one drug store, two lumberyards, three livery barns, two blacksmith shops and a butcher shop.¹

The material for this chapter was obtained mainly from the minute books of Popular School District No. 2631 and the minute books of Chinook Consolidated School District No. 16. An interview with L. Proudfoot of Chinook provided much first-hand information. He was secretary of the Popular School District and on the formation of the Chinook Consolidated was appointed secretary, a post which he held till 1950.

Early Organization

On June 5, 1915 an agreement was signed by the chairmen of

¹Letters from the file of Chinook Consolidated School, Glenbow Foundation, Calgary.

Buffalo Plains, Bison (which included the village of Chinook), Carpathia and Popular School Districts indicating willingness to form a consolidated School. A copy of this agreement is included in Appendix I. After this initial move a meeting was called by R. A. Barron, a representative of the Department of Education, to consider terms upon which the districts would unite. This meeting was held in Chinook on Monday afternoon, July 19, 1915. It was at this meeting, under the chairmanship of R. A. Barron, that L. Proudfoot was first appointed secretary of Chinook Consolidated.

At this meeting a resolution was passed which stated:

Be it here resolved that a valuating committee consisting of a representative from each district, one from the Department of Education if possible and Mr. Morrison of Collholme be appointed.²

It was the duty of this committee to value the grounds, buildings, and equipment, determine the total assets of the said districts and to present a report that would be the basis upon which these districts entered consolidation. Differences in assets and liabilities of these districts were to be equalized through the school taxes levied over a five-year period. Elections were held for the consolidated school district on Monday, August 16, 1915, even though the consolidation was not officially organized until May 8, 1916.

There was little opposition to the idea of consolidation in this area. N. F. Marcey, then principal of the village school, played a leading role in the discussions. The rural schools were having a difficult time obtaining and keeping teachers. Popular School District in 1913 and 1914 operated with the services of a "permit" teacher and

²Chinook Consolidated School Minute Book, July 19, 1915.

residents of this and the other areas looked with great enthusiasm to the educational advantages offered by a consolidated school.

The School Plant

Once the board of the newly consolidated district had been elected the discussions centered on building a new school. Requests were made to the Department of Education for suitable plans and enquiries were sent to other consolidated areas. The Board decided to build a solid brick four-room structure, steam heated and with a full basement. Tenders were called with the deadline set for 12 noon, July 22, 1916. The Board of Public Utilities Commissioners was not too anxious to grant the \$15,000 necessary for the desired construction. In a letter to the Commissioners dated November 23, 1916, L. Proudfoot presented a strong case for the solid brick structure. He stated:

Considering the average assessed value of land at \$17.50 per acre we have equivalent to 320 quarter sections in the district. This makes the taxes on a quarter section less than \$1.25 higher by reason of having the building we have, than by reason of having an \$8,000 frame.³

Construction was well underway before Order No. 203, which authorized the borrowing was signed by G. H. V. Bulyea, Chairman of the Board of Public Utility Commissioners. Appendix E gives a complete account of this Order. Problems relating to heating and ventilation caused some concern to the Chinook Board and several letters were sent to the Department of Education regarding this matter. F. G. Buchanan, inspector of schools from Hanna, was invited to the official opening held Wednesday evening, December 20. The final acceptance of the

³ Letters from the file of Chinook Consolidated School, Glenbow Foundation, Calgary.

building by the Board of Trustees and the Inspector was made on December 27, 1916. This building served the community till after inclusion of Chinook Consolidated School District in the Acadia School Division. When the new school was to be erected the old brick building was sold for \$1.00 with the understanding that it was to be moved from the grounds.

Vans and Van Routes

The Consolidation Act of 1913 made stipulations for the conveyance of students. To meet these needs the Board of Trustees of Chinook Consolidated on October 14, 1916, ordered from the E. N. Moyer Company of Winnipeg two Laurie Vans with sleighs. They specified that these vans must have a seat for the driver. About one month later another order was placed with the same company for two more vans of a size suitable for twelve children and the driver.

Tenders were called for drivers for the four routes that were in operation in 1916. The drivers were required to sign a contract and were paid approximately five dollars per day per route. Regulations governing the operation of the vans and conduct of the children were specifically stated in the contract. The minute book mentions instances where the drivers were reminded of the obligations set forth in the contract.⁴ A copy of a typical agreement is included in Appendix K. At Chinook the janitor was responsible for recording the time of arrival of the vans.

At times tenders were too high and the Board of Trustees set up a

⁴ Chinook Consolidated School Minute Book, October 27, 1917.

committee to try to arrange for conveyance of children on those routes at less cost. The parents of the children in outlying areas were often paid to bring their children to meet the van. Even with these precautions costs for van driving increased and as the economic situation worsened in the 1920's ratepayers in Chinook Consolidated as in some other areas, were given a chance to drive vans in order to pay their taxes. With these measures the consolidation was able to maintain the van service.

Motor vans were never owned by the Chinook Consolidated and in cases where they were used they were the property of the ratepayers.

Educational Achievements

The Chinook Consolidated School started operation as a three-teacher school, increased to a four-teacher school and in the late thirties returned to its original size. The initial planning had allowed for the building of additional rooms but this never became necessary. In 1919 Inspector Mitchell reported:

The Chinook Consolidated School is still the only one turning out grade XI pupils, a triumph for consolidation. The students from this excellent school have aided appreciably in overcoming the teacher supply problem in the inspectorate.⁵

Commenting on the students' educational achievements, L. Governman writing for the A.T.A. Magazine stated:

Of the 44 graduates in the years 1940 to 1947, the children of not very prosperous drought land farmers, 18 went on to study in the Faculty of Education, 7 entered the University to study engineering, 7 became nurses, 5 took business courses, the seven others entered the armed forces.⁶

⁵ Annual Report of the Department of Education, Alberta, 1919, p. 74.

⁶ The A.T.A. Magazine, XXVII:1 (September-October, 1948), p. 4.

L. Proudfoot also prepared a list of the graduates from Chinook Consolidated and their achievements. This list is on file with the Glenbow Foundation.

Other educational achievements for the Chinook school are listed in Appendix L. This list of eleven points was also prepared by L. Proudfoot.

In 1949 in cooperation with the Chinook Consolidated the principal, J. Charyk, prepared a pamphlet entitled Attention Educators.⁷ This pamphlet extended an invitation to view the laboratory facilities in mathematics that were in use at the Chinook school. It was acclaimed as the first exclusive high school mathematics laboratory on the continent of North America. In commenting on this and other aspects of the school L. Proudfoot gave praise to the calibre of teacher that Chinook was able to obtain and retain.

Inclusion Agreement

For a number of years the pupils of Cereal attended Chinook Consolidated to obtain grade XII instruction. This helped Chinook maintain larger and better classes. The time came when Chinook was fearful that Cereal students might cease to attend. When suggestions were made by M. Holman, then superintendent of the Acadia School Division, that Chinook join the Division, the ratepayers were quite receptive. At this time talk of centralization was prevalent in this and other areas of the province.

In preparation for a meeting with H. Balfour, Director of

⁷ Attention Educators!, The Herald (Hanna, Alberta, 1949).

Administration for the Department of Education, and with the Board of the Acadia School Division No. 8, the trustees of Chinook Consolidated No. 16 held a meeting the evening of May 31, 1950. At this meeting the Board of Trustees drew up a set of conditions under which they would join the Division. Among other things, Chinook was to operate as a two-teacher high school with the added services of travelling shop and home economics teachers. The Chinook Consolidated School agreed to provide the equipment for the extra services and had a rural school moved in for the purpose. When final details had been worked out, notice was given in the Alberta Gazette and inclusion took effect on January 1, 1951.

The arrangement proved satisfactory till about 1955, when there was talk of relocating the high school facilities. Discussion on this problem continued for a number of years. In the final outcome Chinook received a two-room school and gymnasium while a six-room school was built at Cereal. The high school students were vanned to Cereal. Since September 1961 Cereal has operated as a two-teacher high school with the added courses of shop and home economics.

CHAPTER VIII

RISE AND DECLINE OF THE CONSOLIDATION MOVEMENT IN ALBERTA

Chapter II outlined the origin of the consolidation movement in the United States and its gradual spread into Eastern Canada and then Western Canada and Alberta. This chapter will show the rise and decline of the movement in Alberta. Several graphs of the number of consolidations, teachers employed and student enrolment are included in order to present a comprehensive picture of the movement. Since there was a lapse of twenty-five years between the formation of Pandora Consolidation No. 77 and that of the Crowsnest Consolidation No. 78 and a lapse of twenty-eight years between the former and the establishment of the latest consolidation, Cherry Point Consolidation No. 79, a special section of this chapter will be devoted to the last two consolidations.

Rise and Decline

The five years immediately following the passage of the Act enabling school districts to consolidate saw the establishment of the greatest number of consolidations. By 1921 the number of consolidations formed in Alberta had reached its peak, as is clearly depicted by Figure 2. The movement held its own in the following two years, then the gradual decline started. The number of independent school districts included in consolidations followed the same trend, as is noted by Figure 3. A sharp decline in the movement was felt in the years immediately after 1940, both in the number of districts included and the total number of consolidations. This was probably related to the fact

Number of
Consolidated
School Districts

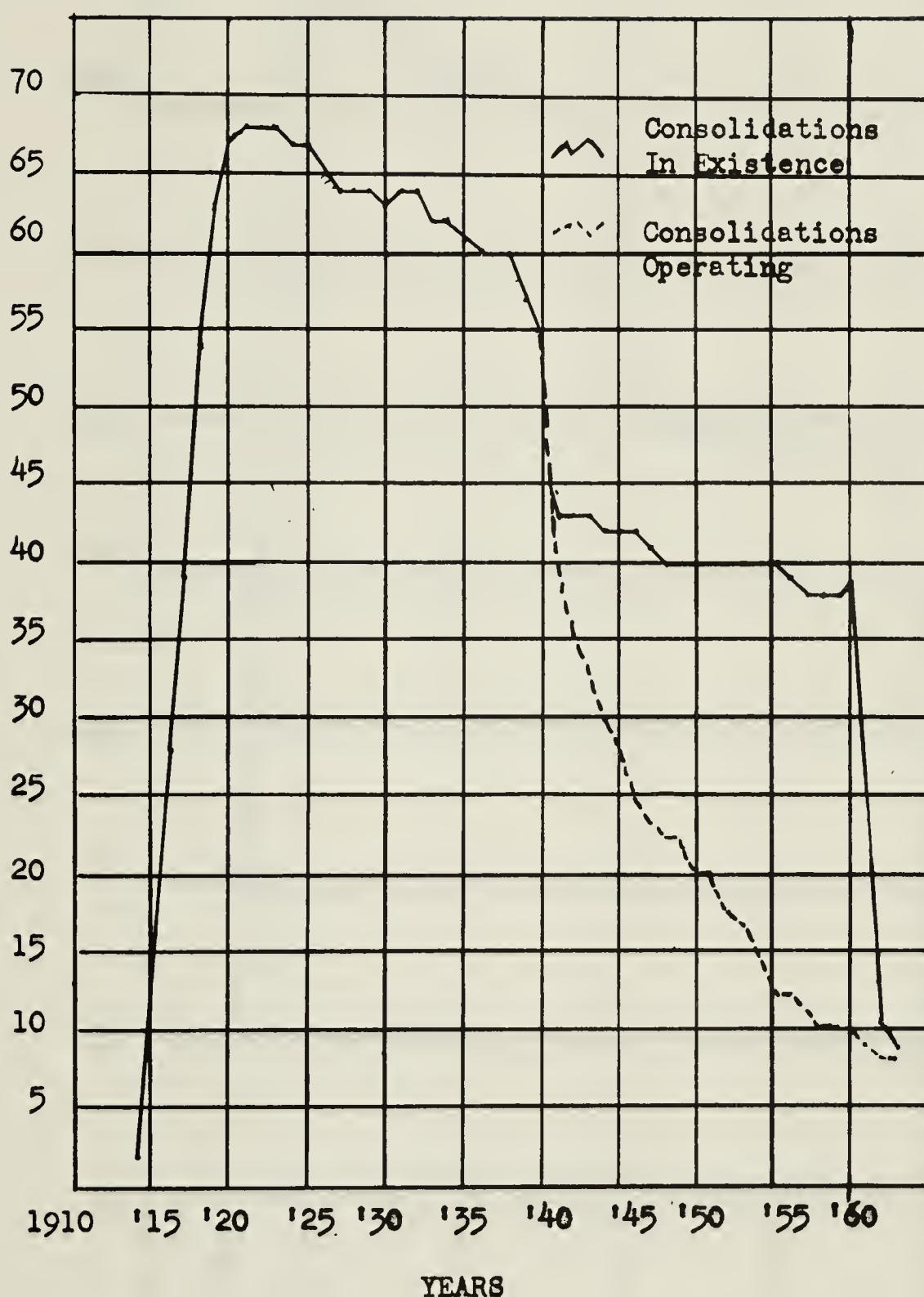


Figure 2. Consolidated School Districts in Existence in Alberta 1913 - 1963.

(Data from Annual Reports of the Department of Education).

* The number of consolidations in existence is larger than the number of operating consolidations, for many were included in divisions by mutual agreement and were listed as officially in existence.

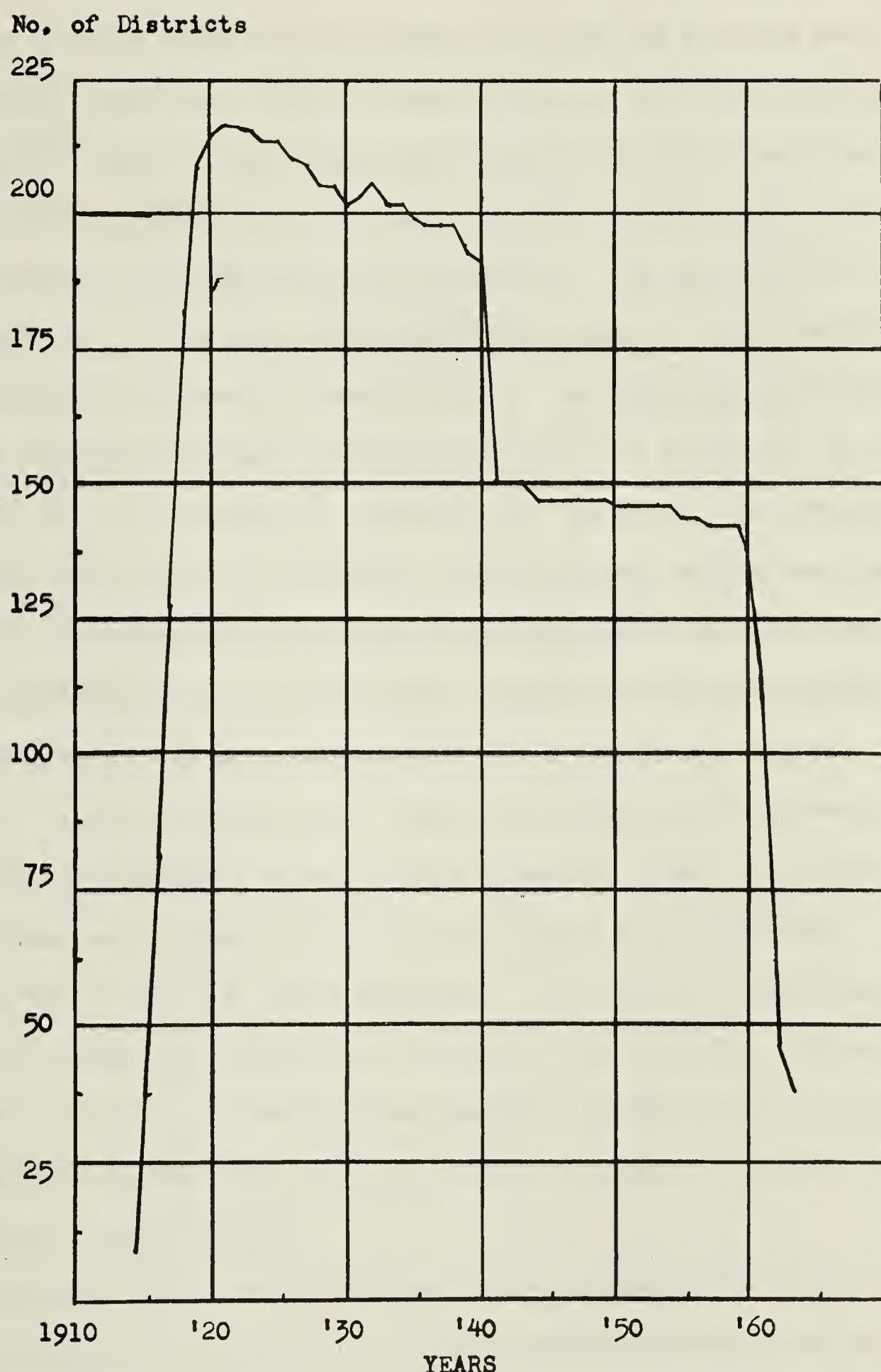


Figure 3., Number of School Districts Included in Consolidated School Districts in Alberta 1913 - 1963.
(Data From Annual Reports of The Department of Education, Alberta.)

that these were the years that the greater part of the province was organized into the larger units of administration, the school divisions. The years 1936 and 1937 saw eleven school divisions erected each year and with the increase in divisions many consolidations were dissolved and the districts included within the division.¹ The years 1941 to 1959 showed very little decrease in either the number of consolidations or the districts included in consolidations. The Annual Report for the year 1959 shows thirty-eight consolidations still in existence, but it lists only ten as officially in operation for the school year 1958-59.² The dotted line on Figure 2 indicates the discrepancy dating from 1940, between the consolidations in existence and the operating consolidations. This difference is due to many consolidations being included in divisions by mutual agreement between the consolidation and the division. The consolidation would cease to operate as such although often it was not formally dissolved by a government order. From 1960 to 1963 there was a marked increase in the number of consolidated school districts that had been dissolved. The number of consolidated districts dropped from thirty-nine in 1960 to nine in 1963. The total number of districts included in consolidations in 1963 stood at thirty-eight, whereas in 1960 there were 145 school districts included in the thirty-eight consolidations.

Figures 4 and 5, on teacher and pupil enrolment in consolidated schools, picture the rise and fall of consolidations in much the same

¹Annual Report of the Department of Education, Alberta, 1936 and 1937.

²Annual Report of the Department of Education, Alberta, 1959, p. 203.

Number of
Pupils in
Hundreds

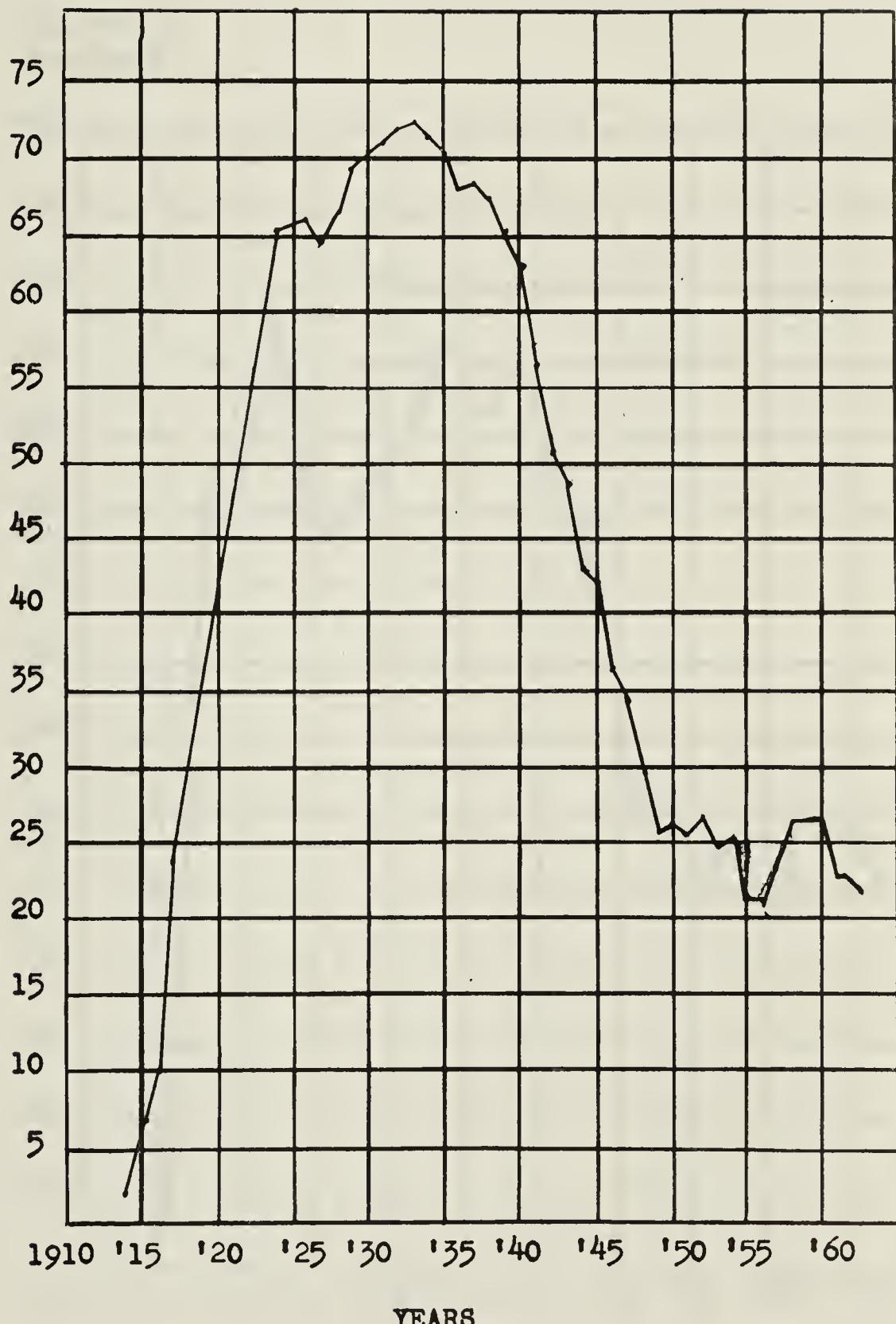


Figure 5., Total Enrolment in Consolidated Schools in Alberta. 1914 - 1963.

(Data From Annual Reports of the Department of Education, Alberta.)

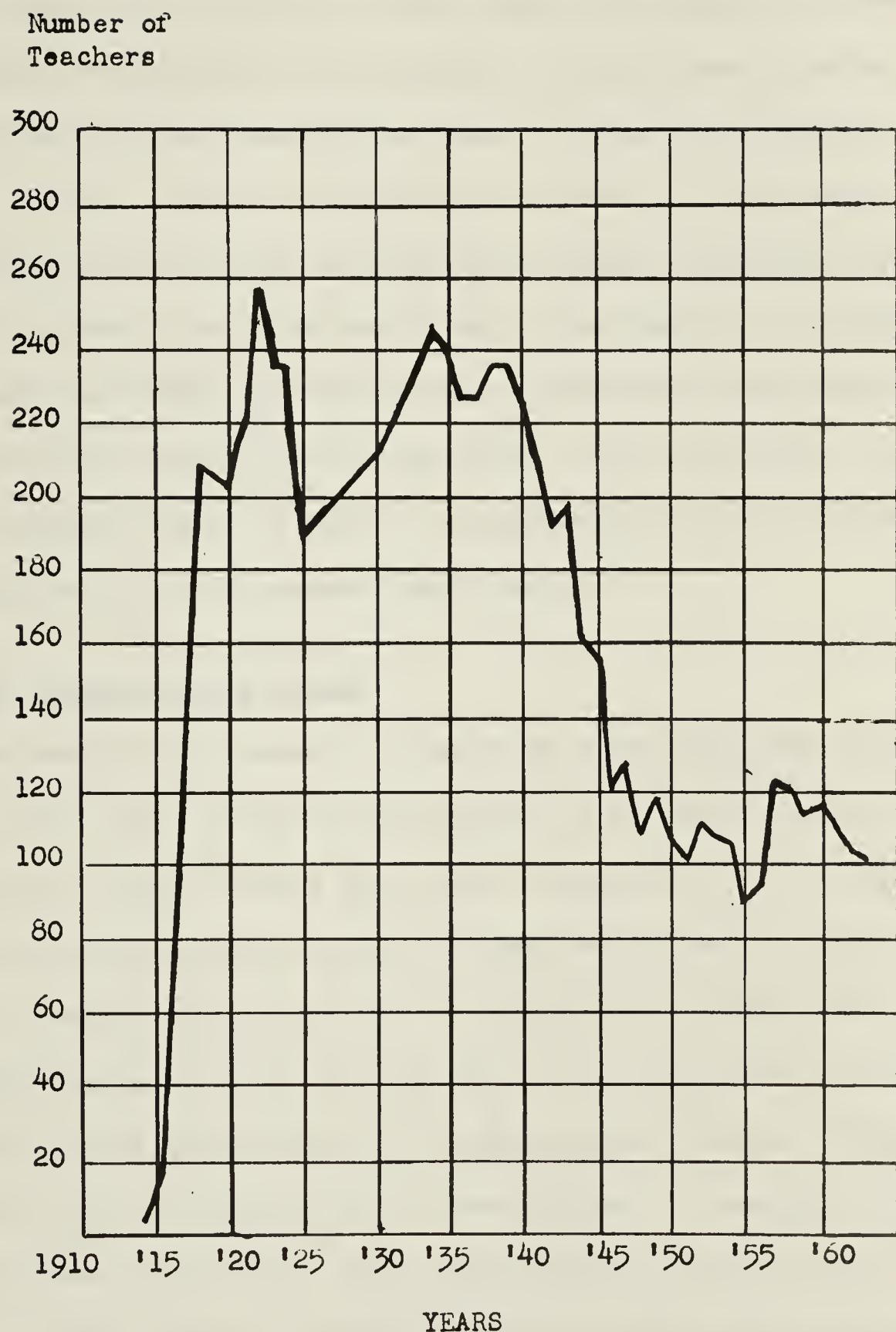


Figure 4. The Number of Teachers Employed in Consolidated Schools in Alberta 1913 - 1963.
 (Data from Annual Reports of the Department of Education, Alberta.)

*Year. 1926 to 1933 inclusive based on the number of rooms in operation in Consolidated schools.

manner. The number of teachers showed greater variation than the number of students. It is noted a sharp decrease occurred between 1922 and 1925 in the number of teachers employed, while the number of students remained fairly constant over this period. This again was a period of economic instability; by reducing the number of teachers, expenses could be reduced. Student load per classroom was increased, thus leaving fewer teachers to instruct the students whose numbers remained fairly constant. The other rise in enrolment and in the number of teachers employed came around 1956, at which time the Crowsnest Consolidated School District No. 78 was added to the list. It is noted that out of a 1962-63 enrolment figure of 2,215 in consolidated schools, approximately 991 were enrolled in the Crowsnest Consolidation.³

The Last Two Consolidations Formed

On account of the unusual circumstances surrounding the formation of the last two consolidations this section will be devoted to Crowsnest Consolidation No. 78 and Cherry Point Consolidation No. 79. As was mentioned earlier, there was a spread of twenty-five years between the formation of Pandora Consolidated No. 77 and Crowsnest Consolidated No. 78. That the legislation dating back to 1913 should be used again in 1956 after such a long period of disuse may seem strange. Although the Crowsnest area is organized as a consolidation, it operates in many ways as if it were a division. Most consolidations had one central school for all the students, but the Crowsnest operates five separate schools, although there is specialization in these as to grade placement.

³Annual Report of the Department of Education, Alberta, 1963,
p. 189.

Since the area was industrial and of limited size, it was found that this type of organization was more convenient and practical than that of a division.

In June 1958 Cherry Point School District No. 4721 and Bear Canyon School District No. 4948 were excluded from the Spirit River School Division No. 47 and reverted back to independent status. By March 1959 the increase in population north of Bear Canyon prompted the formation of the Clear River School District No. 5104. New educational facilities were needed as the rural schools of the two former districts were becoming overcrowded. After consultation with the Minister of Education it was decided the best means to establish centralization was by forming a consolidated district. This was done on July 1, 1959.

A good highway had been completed in 1959, by which communication with Fairview became feasible. The Fairview School Division No. 50 went on record as being favorable to having this consolidation included in the Division as soon as centralization was completed and the new school was built.⁴

Centralization began in September 1959 with two buses operating between the two rural schools; grades one to four were taught at Cherry Point and grades five to nine at Bear Canyon. After some delay a site was chosen and a new three-room school was constructed and was ready for use on May 1, 1960. On September 1, 1960, Cherry Point Consolidated No. 79 was included in the Fairview School Division No. 50. The consolidation was formally dissolved on August 20, 1961, when the three

⁴Letter from R. M. Ward, Superintendent of Fairview School Division No. 50, March 14, 1961.

constituent school districts were included in the Fairview School Division.⁵

Reasons for the Decline

Figures 3, 4 and 5 show the rise and decline of the consolidated schools. The main reasons for the decline appeared to be as follows:

1. The Consolidation Act of 1913 allowed for consolidation on a voluntary basis. Many ratepayers were reluctant to adopt the new system so progress towards consolidation was slow.
2. Consolidated schools, although offering a superior type of educational opportunity, generally resulted in increased taxes. Many ratepayers were not willing to vote for increased taxes in order to have a consolidated school, especially during periods of poor crop yields and low farm prices.
3. Later legislation allowed for co-operation on a voluntary basis between two school districts and hence there was no need to form a binding consolidation agreement.
4. As the population increased some rural school districts were able to operate a two-room school and thus supply the desired high school education without recourse to consolidation.
5. The problems of providing transportation proved a handicap, especially in areas where road construction and weather conditions were not the most ideal. The lack of modern means of transportation also meant that the children were on the road for a longer period of time than many felt desirable.

⁵Annual Report of the Department of Education, Alberta, 1962, p. 195.

The deathknell sounded with the advent of the larger school divisions in 1936. Many areas were glad to let a full-time secretary and treasurer or secretary-treasurer take care of the school problems that they before had to face in their own separate regions. The divisions were erected by Ministerial edict while the consolidated school district was erected only by voluntary agreement of the local school districts. Equalization of taxes was looked forward to in some areas while others were strongly opposed to the idea. Many reasons combined to bring down the curtain on a movement that had served the educational needs of many rural students when little else had proved satisfactory.

CHAPTER IX

EVALUATION OF THE CONSOLIDATED SCHOOL MOVEMENT

Half a century has elapsed since the Consolidation Act first came into being in the Province of Alberta; since then seventy-nine consolidated districts were organized and seven were still operating as of June 1963.. The fact that some are still in operation can only indicate that the ratepayers in these areas are satisfied with this form of school organization. In evaluating the consolidation movement the author will consider the political, economic, educational and social aspects.

Political Aspects

The Liberal party, which held power from 1905 until 1921, was not inclined to make any drastic changes in the educational system of Alberta. The Consolidation Act of 1913 was the first major change since 1905. Later amendments to the Act indicated that the Liberal Party did not wish to force any new legislation on the public that they were not willing to accept. Mention of this is made by J. T. Ross, Deputy Minister of Education, when he stated that in 1919 the School Ordinance had been amended to allow rural and village or town areas to vote independently on consolidation.¹ Both areas had to be in favor of consolidation before the consolidation could come into being. Further weakening came when by Section 165 school districts were allowed to join

¹Annual Report of the Department of Education, Alberta, 1919, p. 11.

by mutual agreement without recourse to the procedures set forth by the Consolidation Act. In 1921 the passage of the Secondary Consolidation Act allowing for consolidation for high school purposes only, further weakened the Consolidation Act of 1913. The Act of 1921 did not require the conveying of children to school.

With the ouster of the Liberal party, the U.F.A. government took over with Perren Baker as Minister of Education. He saw that changes were needed in the Alberta school system. A number of pamphlets were prepared by him in which he described the system at that time, explained its weaknesses and presented a case for the larger divisions. In 1930 another pamphlet, Rural High Schools in Alberta, told of the growing need for secondary education. P. Baker, although aware of the need for new legislation, was not able to obtain passage of legislation necessary to organize the larger school unit.

The Social Credit party took over in 1935 and published a report entitled What Is and What Might Be In Rural Education in Alberta which presented a case for the larger divisions. In the same year legislation was enacted allowing for divisions to be established by Ministerial Order. Many consolidated schools joined the divisions as they were erected, thus the consolidation movement was on its way out.

Economic Aspects

At first it was hoped that the consolidated school would operate more economically than the individual school district. In most cases this proved to be false, for the cost of vanning became a heavy burden. In some areas the ratepayers were willing to pay the extra cost for the better educational services but this was not true in all areas.

Many were reluctant to impose heavier taxes on themselves by organizing a consolidated district. The possibility of a reduction in the number of teachers did not always offset the higher van costs. Consolidated schools were required to have teachers with first-class certificates and often higher salaries had to be paid. After 1935 the authorities stressed the lower operating cost of the new divisions due to a greater degree of centralization and the elimination of duplication of services. Other factors mentioned were reduced costs due to the elimination of the secretary-treasurer's salary, elimination of audit costs and greater saving by buying in large quantities. The Board of Trustees of a consolidated school, by joining the division, could eliminate the problem of collecting taxes and disputes over boundaries and van routes. Taxes were to be equalized to a greater degree. Thus from the economic point of view consolidations were urged to join the division.

Educational Aspects

Most inspectors of schools who reported on the operation of consolidated schools agreed that the consolidated school was able to offer a superior type of instruction. Many consolidated districts operated multi-roomed schools. Larger classes brought increased interest and a greater degree of competition on the part of the student. Teachers also were able to specialize at the grade level they preferred. The consolidated schools in many instances were able to offer a high school program, whereas without consolidation this would have been impossible. Graduates from these high schools often were able to take further training and became a valuable asset to a young and growing province.

Many of the early expectations with regards to new course offerings did not materialize. The agriculture course that was so highly thought of at the time gradually gave way to the more academic subjects. In the larger consolidations attempts were made to introduce other courses, and often these were successful. The failure to attract and hold qualified teachers often limited the type of course the school was able to offer. The fact that these schools operated in a period when the economic situation would have prevented the children from receiving a high school education elsewhere illustrates the importance of the consolidated school at that time.

Social Aspects

Once the consolidated school was formed, it tended to unite the people of the districts. They now had something in common, the consolidated school. The school fair and school gardens that were a part of the early movement tended to bring the ratepayers together on the achievement days. Christmas concerts and annual ratepayers' meetings were also generally well attended.

The consolidated school gave people a greater chance to elect persons interested in education as their representatives on the Board of Trustees. It was the keen interest and the diligent efforts of many of these people that kept the consolidated school in operation.

Summary

The consolidated school was the first successful attempt at supplying an advanced type of education to the rural student. Costs were higher but many were prepared to pay the higher costs for the better

service. There was a greater demand for high school education which many consolidations offered. Furthermore the student was able to remain at home with his parents. Even on this voluntary basis about four-score consolidations operated and many were very successful. The modern centralized school within a division or county is in reality a consolidated school taking in a larger area by reason of motorized vans, better roads and more money.

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APPENDIX

APPENDIX A

AN ACT TO AMEND THE SCHOOL ORDINANCE, THE SCHOOL ASSESSMENT ORDINANCE AND THE SCHOOL GRANTS ORDINANCE (ASSENTED TO MARCH 25, 1913)

His Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Alberta, enacts as follows:

The School Ordinance, being Chapter 29 of the Ordinances of 1901 with amendments, is amended as follows:

4. By inserting after section 40 thereof the following sections:

"40a. If the board of trustees of each of two or more contiguous districts pass a resolution requesting to be formed into a consolidated school district the Minister may authorize a vote of the resident rate-payers of each of such districts to be taken in the manner as nearly as may be provided by the sections 14 to 22 inclusive for the holding of the first school meeting for the purpose of ascertaining whether or not the majority of such resident ratepayers are in favor of the union of such school districts into a consolidated school district.

"40b. Upon the Minister being satisfied that the majority of resident ratepayers voting in the manner hereinbefore provided are in favor of the union of such school districts as aforesaid he may by order, notice of which shall be published in the official Gazette, unite such school districts into a consolidated school district.

"40c. Every such consolidated school district formed under the provisions of the preceding section shall be entitled 'The Consolidated School District, Number . . . , of the Province of Alberta,' and shall be given such name as the Minister shall designate in the order forming the same. Such consolidated school districts shall be numbered consecutively, the first of such districts to be established to be assigned the Number 1, and the Minister shall have power to change the name of any consolidated district in accordance with the provisions of section 35 hereof.

"40d. Upon the union of two or more districts as aforesaid into a consolidated district none of the districts so united shall lose its existence as a corporate body; and the debts and liabilities of every such district shall continue to be a charge upon such district as fully and completely as if no union had taken place, but the business of each such district shall be managed and conducted as provided in this ordinance excepting in so far as variation is made herein applying to the administration of such districts when united into a consolidated school district.

"40e. The trustees of each consolidated school district shall be a corporation under the name of 'The Board of Trustees of Consolidated School District Number . . . of the Province of Alberta,'

and shall possess all the powers and shall perform all the duties and be subject to all the liabilities conferred and imposed by this Ordinance upon the trustees of town school districts, and in addition thereto shall have power to provide for conveyance of pupils to and from school and to pay the cost thereof.

"40f. Upon the formation of any such consolidated school district as aforesaid the first board of trustees of such consolidated school district shall consist of the chairman of the board of trustees of each of the school districts united into such consolidated school districts and thereafter the board of trustees of such consolidated district shall consist of one trustee elected by the ratepayers of each of the districts so united to be elected annually as nearly as may be in accordance with the provisions of this Ordinance respecting the election of school trustees.

"40g. In the event of any such consolidated school district being formed by uniting not more than two districts, then the two school trustees elected as hereinbefore provided shall forthwith after taking oath of office appoint under their hand as additional trustee some resident ratepayer qualified under this Ordinance to hold such office and in the event of the two trustees so elected being unable to agree as to the selection of an additional trustee as aforesaid, such trustee shall be appointed by the Minister.

"40h. In every school district so united into a consolidated district the school trustee elected as hereinbefore provided shall with respect to all property, assets and liabilities of such district so united possess all the powers and be subject to all the responsibilities of the board of trustees for such district but the secretary-treasurer of the consolidated district shall be the secretary-treasurer of each of the districts so united into such consolidated district."

SOURCE: Statutes of the Province of Alberta, Government Printer, 1913.
Chapter 19, pp. 295-296.

APPENDIX B

THE SCHOOL ASSESSMENT ORDINANCE, THE ORDINANCES OF 1901, CHAPTER 30

The School Assessment Ordinance, being Chapter 30 of the Ordinances of 1901 with amendments, is amended as follows:

20. Section 2 is amended by chapter 6, 1910 (2): by adding after subsection 4 thereof the following:

"5. A consolidated school district shall be deemed to be a district for the purposes of this Ordinance."

23. By adding after section 24 thereof the following:

24a. In case any rural or consolidated school district is included within the limits of a rural municipality it shall be the duty of the council of such municipality, through its proper officers, to levy and collect such taxes with respect to such school district as may be requisitioned for by a resolution of the trustees of the district and the council shall forthwith levy and collect such taxes in the same manner as the municipal taxes and pay the proceeds thereof to the treasurer of such school district:

"Provided, however, that the council of the municipality shall, from time to time, advance the amounts required for the purposes of the district, such amounts not to exceed the amount requisitioned for by the board.

"(2) If any rural or consolidated school district is situated partly in two or more rural municipalities the board of trustees of such school districts shall prepare a detailed estimate of the probable amount of expenditure for the year, and shall, upon receipt from the secretary of each such municipality of a statement of the assessed value of that portion of the school district lying within such municipality allocate the amount of such estimated expenditure in proportion to the assessed value of the portions of the district lying within the respective municipalities and shall, before the first day of August in each year, forward a requisition to the council for each municipality for the amount so allocated to such municipality.

"3. If any rural or consolidated school district is situated partly within the boundaries of one or more rural municipalities and partly outside the boundaries of any municipality the board of trustees of such school district shall prepare a detailed estimate of the probable amount of the expenditure for the year and shall, upon the completion of the assessment of that portion of the district outside the boundaries of any municipality and the receipt from the secretary of each municipality within which a portion of the district is situated of a statement of the assessed value of that portion of the school district lying within such municipality, allocate the amount of such estimated expenditure in proportion to the assessed value of the portions of the district lying within the respective municipalities and that portion lying outside the boundaries of any municipality, and shall, before the

first day of August in each year, forward a requisition to the council of each municipality for the amount so allocated to such municipality.

"4. The board of trustees of such rural or consolidated school district shall strike a rate and levy the taxes upon the lands in that portion of the district not included within the boundaries of any municipality; such taxes shall be imposed upon such property as would be liable to assessment and taxation if such portion of the school district were within the boundaries of a rural municipality, and all the provisions of the Rural Municipality Act in regard to the levying of assessment, the imposing of taxes, including the provisions in regard to appeals and to forfeiture for non payment of taxes, shall apply to such assessment and collection of taxes in such portion of any rural or consolidated school district excepting with regard to appeal from assessment on any lands in such district lying outside the boundaries of any municipality, in which case appeals shall lie to the school board of such district with the right of further appeal to the judge of the district court as provided for in The Rural Municipality Act.

"5. In the event of any portion of a consolidated school district being within the limits of any village, town or city municipality the board of such consolidated school district shall allocate the amount of taxes to be raised on the portion of the district lying within the boundaries of each municipality in the same manner as provided herein with respect to rural municipalities."

SOURCE: Statutes of the Province of Alberta, Government Printer, 1913, Chapter 19, pp. 201-302.

APPENDIX C

THE SCHOOL GRANTS ORDINANCE, THE ORDINANCES OF 1901, CHAPTER 31

The School Grants Ordinance, being chapter 31 of the Ordinances of 1901 with amendments, is amended as follows:

28. By adding after section 3 the following:

"3a. In aid of each consolidated school district there shall be paid out of any legislative appropriation made for that purpose:

"(a) The total amount of the grant which, in the estimate of the Minister, would have been earned by each of the school districts united into the consolidated school district had each of the school districts been conducting school for the number of days that the consolidated school had been kept open, and had been engaging at least one teacher holding a first-class certificate under the regulations of the department.

"(b) Eighty cents per day for each conveyance employed by the district to convey pupils to and from the school house in the said district; provided, however, that the style of conveyance and the route travelled shall, in each case, be approved by the Minister."

SOURCE: Statutes of the Province of Alberta. Government Printer, 1913, Chapter 19, pp. 303-304.

APPENDIX D

AN ACT TO AMEND THE SCHOOL ORDINANCE

An Act to Amend the School Ordinance, being chapter 32, The School Assessment Ordinance, The School Grants Act, and the School Attendance Act (assented to April 17, 1919).

1. The School Ordinance was amended as follows:
2. . . .
3. . . .
4. . . .
5. . . .

6. Sections 40a to 40h inclusive: by repealing these sections and substituting therefor and in addition thereto the following new sections:

"40a. Two or more school districts of any kind, either with or without parts of any other district or districts; or parts of any two or more districts; or any district with parts of one or more other districts; or any one or more districts or parts of districts together with unorganized territory; or unorganized territory alone of not less than thirty and not more than eighty square miles in area may consolidate by the formation of a new district in the manner hereinafter provided and a district so formed by consolidation shall be known as a 'consolidated school district.'

"40b. Before any steps are taken to organize a consolidated school district the Minister may authorize an investigation of the proposed consolidation by a committee consisting of -

"(a). An Inspector of Schools or some other official of the Department of Education who shall be the convener of this committee;

"(b). The boards of trustees of the districts wholly or partially included in the proposed consolidation area and representatives of any unorganized territory therein.

"The said committee shall prepare a map or plan of the proposed consolidated district showing its boundaries, the number and residence of the children of school age, the travelled roads, rivers, streams, lakes, irrigation ditches, bridges, the proposed van routes and any other features of essential value, and shall submit the said map or plan to the Minister together with such other information as may be required. The Minister may thereupon authorize the holding of one or more public meetings within the proposed consolidated district at which a representative of the Department of Education shall be present for a discussion of the proposed consolidation, and may then, if he deems it advisable, approve the boundaries of the proposed consolidated district and authorize the circulating of a petition asking for a vote on the question of consolidation:

"Provided always that the Minister may in his discretion vary or modify the method of investigation of a proposed consolidation as above set forth and may adopt such other methods of investigating the suitability of conditions for consolidation in any proposed consolidated

district as he may deem expedient.

"40c. After the investigation of conditions as above provided, if there is no district or part of a district containing a town or village within the proposed consolidated district, then upon the approval of the boundaries thereof by the Minister and upon the presentation of a petition in the form prescribed signed by at least 25 per cent of the resident ratepayers of each district or part of a district or unorganized territory within the proposed consolidated district asking for a vote to be taken on the question of consolidation the Minister may authorize that public notice be posted in five conspicuous places in each district and in as many places as the Minister may determine in any part of a district or unorganized territory included in the proposed consolidated district and an additional notice in a post office within the proposed consolidated district, and if there be no such post office, then in the post office nearest there, calling a meeting of the resident ratepayers to be held within the proposed consolidated district at a time and place determined by the Minister and specified in such notice to vote upon the question of consolidation. The said notices shall be posted at least fourteen days before the date of the said meeting and satisfactory proof that the notices have been posted as herein provided shall be furnished in such form as prescribed by the Minister.

"40d. At such meetings the resident ratepayers shall elect from their number a chairman and secretary, who shall be the officers of the meeting. The chairman shall appoint two or more scrutineers and the vote at such election or meeting shall be by ballot, which shall read 'For consolidation' or 'Against consolidation.' Each voter must sign the declaration in the form A(b) in the schedule to this Ordinance before receiving a ballot. The election officers shall keep a poll list in the form prescribed in which they shall write the names and residence of each ratepayer voting, numbering the same in consecutive order. The poll shall be opened immediately after the election of the chairman and secretary and shall remain open for such period as may be determined by the Minister, which period shall be stated in the notice calling the meeting. Each voter shall, after marking his ballot fold it so as not to disclose any markings thereon and hand the same to the chairman of the meeting, who shall deposit it in the ballot box. The chairman shall have the right to vote and upon marking his ballot shall hand it to the secretary who shall deposit it in the ballot box. At the time fixed the poll shall be closed, and the officers of the meeting shall forthwith count the votes and certify the results of the vote on the form prescribed, place the certificate, poll list, ballots, declarations and all other records of the election in an envelope, securely seal and forthwith send the same by registered mail to the Minister of Education.

"40e. If there is a district or part of a district containing a town or village within the proposed consolidated district then upon the approval of the boundaries thereof by the Minister and upon presentation of a petition in the form prescribed signed by at least twenty-five (25%) per cent of the resident ratepayers of each district or part of a district or unorganized territory within the remaining area included in the proposed consolidated district, the Minister may authorize a vote to be taken of the resident ratepayers of the said remaining area on the question of consolidation as nearly as may be in accordance with the provisions of section 40c and 40d hereof, but no vote shall be taken in

such district or part of a district containing a town or village unless a demand for a vote to be taken therein is made as hereinafter provided.

"(2) If the majority of the votes cast in said remaining area of the proposed consolidated district are in favor of consolidation, the Minister may thereupon direct the board of such district containing a town or village and either wholly or in part included within the proposed consolidated district as aforesaid to pass a resolution approving or disapproving of the proposed consolidation.

"(3) The board shall after passing said resolution forthwith give public notice that such resolution has been passed and that a copy of the same will be transmitted to the Minister of Education unless a demand for a vote on the question of consolidation is made as herinafter provided. Every such notice shall be in the form prescribed by the Minister and copies of the same shall be posted up in at least five conspicuous places in the district or part thereof, one of which shall be posted in the post office therein.

"(4) A vote of the resident ratepayers of such district or part of a district on the question of consolidation may be demanded within eight days after the date of posting the notices mentioned in the next preceding paragraph by a demand in writing signed by twenty-five resident ratepayers in the case of a district or part of a district containing a town and fifteen resident ratepayers in the case of a district or part of a district containing a village and every such demand shall be delivered either to the secretary of the district or in his absence to the chairman of the board, and the board shall forthwith send a copy of the same to the Minister.

"(5) If no vote is demanded as provided in the next preceding paragraph the board shall transmit to the Minister:

"(a) A certified copy of the resolution on consolidation.

"(b) A certified copy of the notice provided in clause 3 hereof, and a statutory declaration providing posting of the notices;

"(c) Such other information as may be required by the Minister.

"(6) If a vote has been demanded as hereinbefore provided the board shall as soon as may be cause public notice to be posted in at least five conspicuous places in the district or part of a district in question, one of which shall be in a post office therein, calling a meeting of the resident ratepayers to be held at a time and place specified in such notice to vote upon the question of consolidation. The said notice shall be posted up at least eight clear days before the meeting and the said meeting shall be conducted and the vote thereat taken as nearly as may be in accordance with the provisions of section 40d hereof.

"Provided always that any portion of the province the area of which is not more than six hundred and forty acres not in whole or in part included within the limits of any city, town or village and containing approximately twenty-five separate buildings each of which is occupied as a dwelling house may be deemed a village for the purposes of section 40c and 40f inclusive of this Ordinance if the Minister so decides and the decision of the Minister as to what shall be deemed a village under this proviso shall be final.

"40f. Upon being satisfied that all requirements with reference to taking the vote have been substantially complied with, if a majority of the votes cast in the total area of the proposed consolidated district have been cast in favor of consolidation when there is no district or part of a district therein containing a town or village, or if a district or part of a district containing a town or village is included within the proposed consolidated district and there is a majority of the votes cast in the remaining area in favor of consolidation and the board of such district containing a town or village and either in whole or in part included within the proposed consolidated district has by resolution as hereinbefore provided approved of the proposed consolidation, or in the event of a vote in such district or part of a district containing a town or village having been demanded and a majority of the votes cast are in favor of consolidation, then the Minister may by order, notice of which shall be published in the official gazette, erect such school districts or parts of districts, or unorganized territory as are included within the boundaries of the proposed consolidation into a consolidated school district:

"Provided however that the Minister shall make all necessary alterations in the boundaries of any districts affected by the proposed consolidation and shall erect such districts as he may deem advisable prior to the erection of consolidation.

"40g. Notwithstanding any of the provisions herinbefore contained, if the Minister deems it necessary on account of special educational difficulties in any portion of the province to establish a consolidated school district he may by order, notice of which shall be published in the official Gazette, erect any portion of the province into a consolidated school district without any further or other proceedings as hereinbefore mentioned precedent to such order being had or taken, and the publication of the notice of such order in the official Gazette shall be conclusive evidence that such consolidated school district has been duly erected and constituted in accordance with the provisions of this Ordinance; provided that the Minister shall make all necessary alterations in the boundaries of any districts affected by the proposed consolidation and shall erect such districts as he may deem advisable prior to the erection of the consolidated district; and provided further that not more than two consolidated districts may be erected under the provisions of this section in any one year.

"40h. Every consolidated school district formed as hereinbefore provided shall be entitled 'The . . . Consolidated School District, No. . . . of the Province of Alberta,' and shall be given such name as the Minister shall designate in the order forming the same. Such consolidated school district shall be numbered consecutively, the first of such districts to be established to be assigned the number 1, and the Minister shall have the power to change the name of any consolidated district in accordance with the provisions of section 35 hereof.

"40i. After the erection of a consolidated district the Minister shall have the power to alter the boundaries thereof by adding to or taking from the area of any district which forms a part of the consolidated district.

"40j. The Minister may authorize notices to be posted and a vote to be taken in a district or part of a district or organized territory as nearly as may be in accordance with the provisions of section 40c and 40d of this Ordinance for the purpose of ascertaining if the majority of the resident ratepayers thereof are in favor of the union of such district or part of a district or unorganized territory with an adjacent consolidated district or districts. If a majority of all the votes cast have been cast in favor of the proposed union or consolidation and if the same has been approved by resolution of the board or boards of the consolidated district or districts the Minister may by order, notice of which shall be published in the official Gazette, unite such districts or part of a district or unorganized territory with the consolidated district or districts.

"Provided always that before issuing such order the Minister shall make such alterations in the boundaries of existing districts or erect such districts as he may deem advisable.

40k. The publication in the official Gazette of the notice of the order erecting any school districts into a consolidated school district, or uniting any district or districts or parts thereof or unorganized territory with an existing consolidated district or districts or altering the boundaries of a consolidated district by adding to or taking from the area of any district which forms a part of the consolidated district shall be final and conclusive evidence that all matters required preliminary to such order have been complied with.

"40l. Upon the erection of two or more districts into a consolidated district or upon the union of any district with a consolidated district as aforesaid, none of the districts so entering into consolidation shall lose its existence as a corporate body; and the debts and liabilities of every such district shall continue to be a charge upon such district as fully and as completely as if such consolidation or union had not taken place, but the business of each of such districts shall be managed and conducted as provided in this Ordinance excepting in so far as variation is made herein applying to the administration of such districts when erected into or united with a consolidated school district;

"Provided that the board of the consolidated district may, with the consent of the Minister take over the assets and assume the liabilities of the districts or any one or more of them included in such consolidation, upon such terms and conditions as may be agreed upon by the said board and the trustee or trustees representing the district or districts the assets and liabilities of which are being taken over and assumed, but such agreement shall not prejudicially affect the rights or security of the holder of any debenture issued by the district or districts, the assets and liabilities of which are being taken over and assumed.

"40m. Upon the erection of a consolidated school district the trustees forming the consolidated district shall cease to hold office and the Minister shall appoint an official trustee for each of the said districts and for the consolidated district who shall hold office from the time of the erection of the consolidation until a board of trustees for the consolidated district has been elected or appointed, and the

Minister shall forthwith direct that public notice be posted in at least five conspicuous places in each district in the consolidated district, one of which shall be in the post office therein, and if there be no such post office then an additional notice in the post office nearest thereto calling a meeting of the resident ratepayers of each of said districts for the election of a trustee or trustees. The notice shall give the time and place of the meeting and shall be posted at least eight days before the day for which the meeting is called. The resident ratepayers present at the meeting of each of said districts shall at once elect from their member a chairman and secretary and the chairman shall immediately call for nominations for the office of trustee and otherwise the nominations and election shall be conducted as nearly as may be in accordance with the provisions of this Ordinance respecting the nomination and election of school trustees for a village district except that the declaration in form B(d) shall take the place of forms B(a) or B(d) as provided in section 58 of this Ordinance and in the case of a district containing a town the poll shall remain open for four hours and provided that the first or any subsequent meeting for the election of a trustee for any district in the consolidated district may be held at a place outside the boundaries of such district but within the limits of the consolidated district. The trustees so elected shall constitute the board of the consolidated district as hereinbefore provided and shall within ten days after their election take the declaration of office and meet to organize the board in accordance with the provisions of this Ordinance, and transact such other business as may be required.

"40n. The board of trustees of a consolidated school district shall consist of one trustee for each district in the consolidated district except for a district therein containing a town for which there shall be two trustees. The trustees elected to the first board of a consolidated school district shall hold office as follows:

"If a district containing a town as included in the consolidated district the trustee for such district receiving the highest number of votes shall hold office till the second annual meeting is held and the trustee receiving the next highest number of votes shall hold office till the first annual meeting is held. If said trustees are elected by acclamation or if they receive an equal number of votes, they shall hold office respectively in the order in which they are nominated until the second and the first annual meetings of the district are held. One-half of the total number of trustees for all of the remaining district therein if there is no district containing a town included in the consolidated district if they be an even number and a majority of one if they be an odd number shall hold office until the second annual meeting is held and the remaining trustees shall hold office until the first annual meeting is held; and the sequence of the numbers of the said districts shall determine the order in which the trustees of such districts shall retire, the trustees representing the districts with the lower number to hold office till the second annual meeting and those representing the districts with the higher numbers to hold office till the first annual meeting.

"All succeeding trustees shall be elected for a period of two years as hereinbefore provided:

"Provided however that the trustees forming the board of any consolidated district established before the passing of the Act shall continue in office until the next annual meeting when they shall retire and a new board of trustees shall be elected as nearly as may be in accordance with the provisions of section 40r hereof for the election of trustees for a consolidated district and the terms for which they shall respectively hold office shall be determined in the same manner as in the case of the first board of trustees of a consolidated district as above provided, and all succeeding trustees shall be elected for a term of two years in accordance with the provisions of section 40r hereof.

"40o. In the event of a consolidated school district formed by the union of only two districts, neither of which contains a town, the two trustees elected for such districts, after taking the oath of office shall forthwith under their hand appoint an additional trustee who shall hold office until the next annual meeting and henceforth after the election of a trustee at the annual meeting, the two trustees shall in a like manner select an additional trustee, and in the event of the two elected trustees being unable to agree as to the selection of an additional trustee as aforesaid said trustee shall be appointed by the Minister.

"40p. Upon the union of any district with a consolidated district in accordance with section 40j hereof the trustees of any such district so uniting with a consolidated district if there be a board of trustees shall cease to hold office and the Minister shall authorize such district to hold a meeting forthwith for the election of a trustee, which election shall be conducted as nearly as possible in the manner hereinbefore provided for the first election of trustees for a consolidated district and the Minister shall fix the duration of the term of office of such trustee and upon taking the declaration required by this Ordinance such trustee shall become a member of the board of the consolidated district, provided always that the Minister may appoint an official trustee for such district to hold office during the interval between the union of such district with the consolidated district and the election of a trustee for such district as aforesaid.

"40q. When any vacancy is created in the board of a consolidated school district it shall be the duty of the remaining trustees in office forthwith to call a special meeting of the ratepayers of the particular district within the consolidated district for which the vacancy occurs to select a trustee to fill such vacancy, and if any vacancy is not filled within one month the Minister may appoint some qualified person to fill the same. The election of a trustee to fill any vacancy shall only be held at a special meeting called for that purpose and in the same manner as at the annual meeting for the election of a trustee or trustees for such district except that such meeting may be held at a place within the particular district in question and nominations shall be received by the chairman for thirty minutes from two o'clock in the afternoon, the poll shall remain open for three hours after nominations close, and the provisions of section 105 of this Ordinance shall apply to a trustee so elected:

"Provided that if the office of trustee becomes vacant at any time after the first day of December in any year and before the next annual meeting of the consolidated district an election to fill such vacancy may be held at the time and in the manner provided for the election of

trustees at the annual meeting of the consolidated district.

"40r. An annual meeting of the ratepayers of a consolidated school district shall be held at a central place within the district not later than the fifteenth day of January in each year commencing at thirty minutes after one o'clock in the afternoon, standard time, and the business thereat transacted as nearly as may be in accordance with the provisions of this Ordinance respecting annual meetings in village districts except as herinafter provided.

"(2) Such meeting, as soon as the other business of the consolidated district has been transacted, or at three o'clock in the afternoon if the other business be not then completed, shall adjourn and the resident ratepayers of each district included in the consolidated district the term of office of whose trustee has expired or for which there is a vacancy to be filled shall then meet separately for the purpose of electing a trustee or trustees. The resident ratepayers present at the meeting of such district as aforesaid shall at once elect from their number a chairman and secretary and the chairman shall immediately call for nominations for the office of trustee, and otherwise the provisions of this ordinance with respect to the nomination and election of a trustee at the annual meeting in village districts shall apply, except that the declarations in forms B(d) or B(e) shall take the place of form B(a) or B(b) as provided in section 58 of this Ordinance, provided that in the case of a district containing a town the poll shall remain open for a period of four hours.

"(3) Apart from the meeting for the purpose of electing a trustee as above provided, a school district included in a consolidated district shall not be required to hold an annual meeting, but a special meeting of the ratepayers of any such district or of any consolidated district may be held at any time in accordance with the provisions of this Ordinance relating to special meetings of ratepayers.

"40s. Whenever complaint is made that the election of a trustee for any district within a consolidated district or that the proceedings or any part thereof of any first or other meetings of the ratepayers of any consolidated district or of any district within a consolidated district have not been in conformity with the provisions of this Ordinance the Minister may upon receiving the complaint of any ratepayer of the consolidated district verified by statutory declaration of the complainant investigate the matter and render any decision in and about the same as to him shall appear proper, but no such complaint shall be entertained by the Minister unless made to him in writing within twenty days after the holding of the election or meeting in question.

"40t. In every school district within a consolidated district the school trustee or trustees elected or appointed as hereinbefore provided shall, with respect to all the property, assets and liabilities of such district, possess all the powers and be subject to all the responsibilities of the board of trustees for such district but the secretary-treasurer of the consolidated district shall be the secretary-treasurer of each of the districts within such consolidated district.

"40u. The trustees of every consolidated school district shall be a corporation under the name of 'The Board of Trustees of Consolidated School District, No. . . . of the Province of Alberta,' and shall possess all the powers and perform all the duties and be subject

to all the liabilities conferred and imposed by this Ordinance upon the trustees of village school districts.

"40v. In addition to the powers, duties and liabilities conferred and imposed by the preceding section, the board of trustees of any consolidated school district shall supply and operate vans or conveyances for the conveyance to and from school of all pupils residing on any quarter section therein whose nearest boundary is more than one and one half miles distant in a direct line from the school site of the consolidated district, unless the Minister upon investigation otherwise directs, and except as hereinafter mentioned, and may determine the van routes to be followed, provided that the vans or conveyances supplied, the van routes followed, and the contracts with van drivers shall be subject to the approval of the Minister.

"(2) In the interval between the erection of consolidation and the time when school facilities have been provided at the consolidation centre it shall not be obligatory on the board to provide conveyance for pupils residing within the limits of a school district in the consolidated district in which a school is being operated, but provisions shall be made by the board for the conveyance of pupils residing in a district within the consolidated district in which there is no school in operation.

"(3) The board shall not be required to provide conveyance for the children of isolated families but shall, subject to the approval of the Minister, make arrangements with the parents or guardians for the conveyance of such children to and from school or to and from the nearest conveyance route if the nearest boundary of the quarter section on which they reside is more than two miles distant by the nearest travelled road from the school site or more than one mile in a direct line from the regular conveyance route and shall pay therefor a sum not exceeding thirty-five cents a mile per family per day for every mile the nearest boundary of the quarter section on which the family resides is distant from the school or conveyance route, provided that the total sum payable to the parents or guardians of any one family hereunder shall not exceed one dollar a day.

"(4) Unless the Minister otherwise directs it shall not be obligatory on the board to provide conveyance for any of the pupils of a consolidated school district if none of the pupils thereof reside more than two and one half miles from the school site measured by the nearest highway from the nearest boundary of the quarter section or lesser parcel of land upon which a pupil resides; but subject to the approval of the Minister, the board of a consolidated district may make provision for the conveyance to and from school of all pupils within the consolidated district.

"(5) Daily records shall be kept by the principal of a consolidated school showing the days on which each van driver was absent or late and the number of pupils conveyed and such other information as may be required in such form as may be prescribed by the Minister.

"40w. All consolidated school districts heretofore erected or purporting to have been erected are hereby confirmed as districts legally erected and established under this Ordinance with any alterations of boundaries made or purporting to have been made and all debentures issued by the boards of trustees of any such consolidated school districts are hereby confirmed and declared to be legal and valid charges

upon the property of the district issuing the same notwithstanding any defect or irregularity in any proceedings either in substance or in form in respect of or preliminary to the erection of such districts or alterations of the boundaries thereof or the issuing of such debentures."

SOURCE: Statutes of the Province of Alberta, Government Printer, 1919,
Chapter 22, pp. 191-202.

APPENDIX E

THE SCHOOL GRANTS ACT IS AMENDED AS FOLLOWS:

1919 CHAPTER 32, p. 212

Section 3. Sub section 2.

Grants in aid of Elementary Education In Consolidated Districts.

"3. To consolidated school districts for all grades up to and including grade eight as classified by the regulations of the Department:

"(a) The total amount of the grant which in the estimation of the Minister would have been earned by each of the districts within the consolidated district of each of such districts had been conducting school for the number of days that the school of the consolidated district is kept open:

"(b) To any consolidated district having in its senior room at least six pupils in grades above the eighth as classified by the regulations of the Department, and not maintaining a room exclusively for such grades, a total grant of \$3.00 per day for each day such room is kept open; provided, however, that such grant shall not be payable unless provision is made for the education without fees of all non-resident children of such grade who may apply for admission and unless the teacher in charge of such room holds qualifications satisfactory to the Department of Education:

"(c) To any consolidated school district, the sum of \$1.50 per day for each van or conveyance employed by the district to convey pupils to and from school; provided that the van or conveyance employed, the route travelled and the contract with the van driver shall in each case be approved by the Minister before such grant is payable;

"(d) To each consolidated district which has provided by the purchase of an approved motor conveyance, in addition to the amount provided under the next preceding subclause, a special grant of \$1.00 per day for each day such motor conveyance is employed in the conveyance of pupils to and from school;

"(e) To each consolidated district the board of which has made arrangements with the parents or guardians for the conveyance of the children of isolated families in accordance with the provisions of the School Ordinance, such amount as may be determined by the Minister;

"(f) To each consolidated school district having its senior room equipped for community uses a grant of fifty per cent (50%) of the cost of approved school equipment for such senior room up to a maximum grant of \$250.00;

"Provided always that the provisions of clause (m) of clause 1 hereof shall also apply to consolidated districts.

"Grants in Aid of Secondary Education" E. p. 213.

"4. To village consolidated and town districts for grades above the eighth as classified by the regulations of the Department:

"(a) To each district in which the number of teachers employed does not exceed 12 and which maintains one or more rooms exclusively for pupils of grades above the eighth and having a daily average attendance of not less than 15, the sum of two dollars per day for each legally authorized teaching day the school is kept open;

"(b) To a district in which the number of teachers employed exceeds 12 and which maintains one or more rooms exclusively for pupils in grades above the eighth and having a daily attendance of not less than 15 the sum of \$1.50 per day for every day the school is kept open;

"(c) To each district maintaining one or more rooms exclusively for pupils in grades above the eighth having a daily average attendance of not less than 15 and providing facilities for the education without fees of all non-resident children of such grades, who may apply for admission, in addition to the sums mentioned under subclauses (a) and (b) above, a special grant of \$1.50 per day for each day school is kept open;

SOURCE: Statutes of the Province of Alberta, Government Printer, 1919, Chapter 32, p. 212.

APPENDIX F

THE REVISED STATUTES OF ALBERTA 1922

Chapter 51, p. 675

Conveyance of School Children From One District to Another

208-(1) The Minister may empower the board of any district to enter into an agreement with any other board or boards for the education of the children of its district upon such terms as may be mutually agreed upon and approved by him and the board entering into any such agreement shall have full power and authority to make the necessary levy and assessment under the provisions of The School Assessment Act for the purpose of carrying out the terms of the agreement and for providing for the conveyance of children to and from school.

(2) Any such agreement may be terminated by any board or party thereto by giving notice on or before the first day of October in any year, and upon such notice being given the agreement shall cease and determine on the last day of the month of December following unless otherwise ordered by the Minister.

(3) The board of trustees of any district entering into such an agreement shall, unless the minister otherwise directs, provide conveyance to and from school for those pupils of the district who reside on any quarter section the nearest boundary of which is more than two and one half miles from the school which such pupils have the right to attend.

Provided, however, that the board of such district shall not be required to provide conveyance for the children of isolated families, but shall, subject to the approval of the Minister, make arrangements with the parents or guardians for the conveyance of such children upon the same terms as hereinbefore provided in the case of consolidated districts if the nearest boundary of the quarter section on which such children reside is more than two and one half miles from the school which they have the right to attend and more than one mile in a direct line from the nearest conveyance route.

SOURCE: The Revised Statutes of Alberta, King's Printer, 1922, Chapter 51, p. 675.

APPENDIX G

REPORT OF M. O. NELSON, B.A. Wetaskiwin Inspectorate

Hon. J. R. Boyle, K. C., M. P. P.,
Minister of Education,
Edmonton, Alberta.

Sir, -

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To form the Rimbey consolidated district, also erected this year, five contiguous rural districts were united with Rimbey S.D. #661, a village district having a two-roomed graded school.

As this is the initial consolidation in the Wetaskiwin Inspectorate a few words as to how it came to be formed may not be out of place. Rimbey is a small village about 40 miles west of Lacombe, the nearest station on the C. and E. Railway. As it is the centre of a good farming community with very fair roads radiating from it, as there is already a nucleus of a high school in the village, and as there is a growing desire on the part of many progressive ratepayers for better educational advantages for their children, I have, since first visiting Rimbey in 1913, believed this to be a promising consolidation centre. For the past two years, therefore, it has been my custom to discuss the matter on the occasions of my inspectorate visits. The people appeared to be keenly interested in the matter, yet very cautious about committing themselves to any definite promise of support for the principle; not so much for any real reason for opposition, as from a vague suspicion that it was a fad of educational cranks, all right for some places, but not a sane workable scheme for Rimbey district. There seemed need of a clear explanation of the principle; and, in March of this year, I held a meeting in each of the districts that were to form the consolidated area, inspection and consolidation work being combined by holding the meetings at night and inspecting the schools during the day. At each meeting facts and figures in regard to the successful operation of school consolidation in Manitoba and Alberta were presented; by reference to a large map of the proposed area the question of roads, as well as that of the total assessable area was discussed; the legislation bearing on the matter was carefully reviewed, a careful estimate was made of the cost of school, of vans, the salaries of drivers and teachers, etc.; and by considering the total estimated cost (less school grants) in connection with assessable acreage, a close approximation of the tax levy was arrived at. The consequence was that, once the matter was thoroughly understood, the progressive ratepayers were keenly anxious for its adoption, the question carrying by a safe majority when voted on. I may add that I am urging the new school board to acquire a five-acre site, one acre being used solely for school gardening and experimental plots and the remainder for organized sports.

To my mind school consolidation, while not perhaps a panacea for all rural school difficulties is the best solution yet offered for most of the present outstanding problems. More efficient school administration, more competent trustees, greater financial strength, a truer profession of teaching, and greater opportunity for rural youth to obtain a high school education would result from its adoption. The question of secondary education for rural youth is an important one and the chief weakness of our educational system seems to be that it reaches so few of the country boys and girls between the ages of fourteen and eighteen. At the present time, in all farming areas in this inspectorate not immediately within the zone of town high schools, one of two courses must be followed by a parent wishing to give his boy or girl a high school education:

1. The farm may be disposed of, as well as the implements and chattels, and the family move into town; not a few instances come to mind where this has been done, often with financial loss, and generally leading to discontent.

2. To send the child away to school at the character forming age and when, of all times, he should be at home under paternal guidance. Is it any wonder that so many parents dread doing this? But if either of these alternatives be not followed, the only other course is to give up the idea of secondary education for the child; and, unfortunately, this is too often done, the result being that a great majority of country youth are "done with school" after reaching the age of fourteen or fifteen. The recent pre-vocational survey instituted by the Department of Education with a view to reach the country youth in their 'teens is an excellent move; the agricultural schools are doing good work every year, but, apart from these efforts, there are bound to be a considerable number of country youth who lack the opportunity of secondary education. The crying need would then appear to be for rural schools in which a two or three years' high school course could be taken up. This would be beneficial in several ways viz.:

1. A special curriculum for rural secondary education could be provided, thus supplying a long-felt want;

2. The present rural public school program could be lightened, and more opportunity given for proficiency in the fewer branches taught;

3. The privileges and opportunities for rural life could be taught in the proper rural environment;

4. A much stronger inducement would be offered for boys and girls to remain on the farm.

The principle of school consolidation, therefore, in realizing to some considerable extent the possibility of providing suitable education for country youth, supported as it is by the Department of Education through agencies of legislation to make it workable, and of financial help to give it support, must more and more commend itself to the favorable consideration of those progressive men and women who are anxious for better rural education.

(This consolidation never came into operation.)

SOURCE: Annual Report of the Department of Education, Alberta, 1916, pp. 73-75.

APPENDIX H

SCHOOL DISTRICTS INCLUDED IN CONSOLIDATED SCHOOL DISTRICTS INCLUDING
DATES OF ERECTION, DISSOLUTION, OR MUTUAL AGREEMENTS

Name of Consolidated District	Number of District	Year Cons. was Erected	Year of Inclusion by Mutual Agreement (M.A.) or Dissolution	Name and Number of Districts included in Consolidation	
Warner	1	1914	M.A. 1945 1962	Warner S.D. # 1675 Iowa S.D. # 3059 Oregon S.D. # 3060 Idaho S.D. # 3061 Redfield S.D. # 3062 Forsyth S.D. # 3231	
Foremost	2	1914	1940	Buffalo S.D. # 2262 Morgan S.D. # 3199	
Mountain View	3	1915	1936	Mountain View # 281 West Mountain View 3203	
Retlaw	4	1915	M.A. 1942 1961	Sunny Hill S.D. # 2054 Rose Plain S.D. # 2168 Carlshill S.D. # 2543 Meadow Lane S.D. # 3046	
New Dayton	5	1915	M.A. 1954 1962	New Dayton # 2006 Inter Lake # 3071 Columbus # 3213 Canton # 3214	
Breedford	6	1915	Never operated	Breedford # 2792 House Lake # 3235	
Kippenville	7	1915	1933	Kippen # 2080 Green Villa # 2737	
Barons	8	1915	Operating June 1963	Lundy # 1439 Goldendale # 1527 Wheatland Centre 1716 Barons # 2220 Moulin # 3246 Strathgarry # 3247 Laurel Bank # 3248	

Name of Consolidated District	Number of District	Year Cons. was Erected	Year of Inclusion by Mutual Agreement (M.A.) or Dissolution	Name and Number of Districts included in Consolidation
Coaldale	9	1915	M.A. 1947	Coaldale # 1805 North Coaldale # 3281 East Coaldale # 3282 South Coaldale # 3283
West Lethbridge	10	1915	1939	West Lethbridge Central # 2440 West Lethbridge Southern # 3038
Milk River Valley	11	1915	1940	Milk River Valley #2024 Jura # 3254 Broadlands # 3255
Alix	12	1915	M.A. 1951	Open Valley # 1437 Alix # 1441 1961 North Alix # 3673
Bideford	13	1916	1939	Bideford # 3294 Riseholm # 3335
Carseland	14	1916	M.A. 1943	Horsetrack # 1990 Strangmuir # 2258 1961 Ferndale # 2804
Barnwell	15	1916	M.A. 1946	Barnwell # 1676 Elcan # 2225 1961 Huckleberry # 3352 South Barnwell # 3353
Chinook	16	1916	M.A. 1951	Buffalo Plains # 2316 Bison # 2824 Popular # 2636 Carpathia # 2963 1961 Crocus # 3355
Nosehill	17	1916	1941	Nosehill # 3364 Caseleyville # 3365
Wolf Creek	18	1916	1926	Thornton # 2095 Yates # 3366 Wolf Creek # 3367
Rimbey	19	1916	Never Operated	Rimbey # 661 Monte Vista # 875 Symonds # 1615 Blindman Valley #1645 Potter Creek # 1791 Hohn # 3368
Lomond	20	1916	M.A. 1944	Rolling Prairie #2422 Dufferin # 2806 1961 Deep Water # 3037
Gadsby	21	1916	M.A. 1954	Gadsby # 2134 1961 North Gadsby # 3400
Sundial	22	1916	1944	Sundial # 1982 West Sundial # 3406 South Sundial# 3407 North Sundial # 3408

Name of Consolidated District	Number of District	Year Cons. was Erected	Year of Inclusion by Mutual Agreement (M.A.) or Dissolution	Name and Number of Districts included in Consolidation	
Burdett	23	1916	M. A. 1942	Burdett # 2088 Rockford # 2388 Juno # 2884 <u>East Burdett # 3422</u>	
Jenner	24	1916	1943	River Bend # 2438 <u>Jenner # 3386</u>	
Fosk	25	1916	1927	Fosk # 1426 <u>Springdale # 1687</u>	
Scotfield	26	1916	1941	Lanark # 2755 Ploverdale # 3252 <u>Girdon Park # 3423</u>	
Nemiskam	27	1916	1941	Intervale # 2660 Nemiskam # 3439 <u>South Nemiskam # 3440</u>	
Milk River	28	1916	M. A. 1954	Two Fifteen # 2153 Milk River # 2056 Stover # 3443 Brookport # 3444 <u>Winlow # 3445</u>	
Melfort	29	1917	1941	Melfort # 3256 West Melfort # 3449 <u>North Melfort # 3450</u>	
Consort	30	1917	M. A. 1942	Sanderville # 2371 Consort # 2822 Allerton # 3156 <u>North Consort # 3461</u>	
Mirror	31	1917	M. A. 1952	Mirror # 492 North Mirror # 3471 <u>West Mirror # 3472</u>	
Glenwood	32	1917	1926	Glenwood # 3030 Wood # 3473 <u>Hartley # 3474</u>	
Etzikom	33	1917	1941	Long View # 3443 Flowery Plain # 3554 South Etzikom # 3495 <u>Southeast Etzikom # 3649</u>	
Alderson	34	1917	Never Operated	Carlstadt # 2114 Chub # 2436 Neff # 2986 <u>Sweetbrier # 3395</u>	
Rosevear	35	1917	1930	Drostan # 3398 Rosevear # 3555 <u>North Rosevear # 3556</u>	
Prairie River	36	1917	M. A. 1946	Prairie River # 1833 North Prairie River # 3557 <u>High Prairie # 3558</u>	

Name of Consolidated District	Number of District	Year Cons. was Erected	Year of Inclusion by Mutual Agreement (M.A.) or Dissolution	Name and Number of Districts included in Consolidation	
Delburne	37	1917	M.A. 1954 1961	Gaetz Valley # Rosedale # Red Wing # <u>Delburne #</u>	1445 1556 2244 2919
Lousana	38	1917	Operating June 1963	Quill Lake # Long Lake # West Lousana # <u>East Lousana #</u>	2027 2057 3561 3562
Elnora	39	1917	M.A. 1956 1961	Elnora # Wynaham # <u>Elnora Centre #</u>	1641 3001 3570
Champion	40	1917	M.A. 1947 1961	Harvard # Sherwood # <u>Champion #</u>	1546 1795 2795
Winnifred	41	1917	1920	Winnifred # Moxville # Rose Cliff # Fawn #	1924 2599 2840 3017
Glen*	42	1917	Operating June 1963	Mound Lake # Great Bend # <u>Glenn #</u>	754 814 3533
Orion	43	1918	1941	Sex-Sex # Four Ways # Wesley # <u>Sex-Six #</u>	2541 2629 3585 3586
Mannyberries	44	1918	1941	Minneberry # Headley # East Minneberry #3587 <u>South Minneberry #3588</u>	2217 2423 3587 3588
Forestburg	45	1918	Operating June 1963	Ruff # Leonard # Derby # Grainland # Prairie Hall # Somerville # <u>Forestburg #</u>	1543 1643 1644 1713 1721 1999 3424
Readymade	46	1918	M.A. 1942 1954	Twelve Mile # Readymade # <u>East Readymade #</u>	3257 3542 3614
Enchant	47	1918	M.A. 1946 1961	Ellismere # Plain Centre # Lost Lake # <u>Clearside #</u>	2181 2925 3172 3615

* The name of Glen Consolidated was changed in 1918 to Great Bend, and in this thesis is referred to by the latter name. (Alberta Gazette, February 21, 1918.)

Name of Consolidated District	Number of District	Year Cons. was Erected	Year of Inclusion by Mutual Agreement (M.A.) or Dissolution	Name and Number of Districts included in Consolidation
Wrentham	48	1918	M. A. 1940	Patience # 2156 Mack # 3616 Wrentham # 3617 1962 North Wrentham # 3618
Sedgewick	49	1918	1919 Never Operated	Sedgewick # 1567 Wheatland # 1636 Fairgrove # 1648
Nanton	50	1918	1961	Nanton # 730 Sun Prairie # 1121 Hobart # 1199 Rolling Plains # 1287 Coleraine # 1288 Greiq # 3648
Parkland	51	1918	Dissolved 1963	Alberta # 1081 Porcupine # 1338 Grassy Plain # 1649 Parkland # 2672
Stony Plain	52	1918	M. A. 1944 1961	Stony Plain Centre #381 Stony Plain Village #1638 Lindley # 4131
Bruce	53	1918	1919 Never Operated	Bruce # 1589 Nestor # 1821 Lonely Hill # 3630 East Bruce # 3691
Daysland	54	1918	1918 Never Operated	Daysland # 1539 Bateman # 1552 Leith # 1565 Owre # 2229
Beiseker	55	1918	M. A. 1945	Odessa # 1926 Beiseker # 2705
Saskatoon Lake	56	1918	M. A. 1957 1962	Saskatoon Lake # 2518 Saskatoon Village #3550 Wembley # 3567
Donaldda	57	1918	M. A. 1952 1961	Poplar Grove # 1525 Donaldda # 2587 Seven Nations # 3412 East Donaldda # 3706
Skiff	58	1918	1941	Skiff # 3712 South Skiff # 3713 West Skiff # 3714 North Skiff # 3715
Arrowwood	59	1919	M. A. 1943 1961	East Arrowwood # 3201 Buffalo Hill # 3730 West Arrowwood # 3732 Woodarrow # 3740 North Buffalo Hill #5731

Name of Consolidated District	Number of District	Year Cons. was Erected	Year of Inclusion by Mutual Agreement (M.A.) or Dissolution	Name and Number of Districts included in Consolidation
Gem	60	1919	M. A. 1941	Colorado # 3161 Leadville # 3841 Pueblo # 3842 Denver # 3843
Botha	61	1919	M. A. 1948	Blue Ridge# 1183 Mayvrille # 1717 Botha # 2601
Galahad	62	1919	Operating June 1963	Loveland # 1664 Prairie Union # 1786 Seaforth # 2441 Galahad # 3554
Clemenceau	63	1919	1940	Petain # 3857 Pau # 3858
Hastings Coulee	64	1919	1947	Leonard # 1643 Derby # 1644 Sommerville # 1999
Cassils	65	1919	1941	Cassils # 3869 North Cassils # 3870 South Cassils # 3871
Donnelly	66	1919	M. A. 1958	Le Blanc # 3737 1961 Donnelly # 3738
Clyde	67	1919	M. A. 1956	Dungannon # 1461 Clyde # 1741 1962 Violet Hill # 1903
Lee Valley	68	1919	1921	East Lee Valley #3887 West Lee Valley #3888
Fahler	69	1919	Operating June 1963	Dupuis # 3280 Jouissard # 3704
Westlock	70	1920	M. A. 1949	Wabash # 1815 1956 Westlock # 3208
Rosemary	71	1920	M. A. 1941	Rosemary # 3904 North Rosemary # 3905 1961 South Rosemary # 3906
Jenny Lind	72	1920	1941	Hawkinson # 3971 Erickson # 3972
Swan River	73	1921	1935	Kinusco # 3699 Swan Valley # 3783 Swan River Village # 3686
Eight Mile Lake	74	1921	1939	Royalview # 2063 Hyssop # 2447
Buffalo Lake	75	1921	1922	Buffalo Lake # 3144 Chatham # 3638 Canor # 3955
Scollard	76	1922	1941	Scollard # 3387 Whalley Range # 4061

Name of Consolidated District	Number of District	Year Cons. was Erected	Year of Inclusion Agreement (M.A.) or Dissolution	Name and Number of Districts included in Consolidation	
Pandora	77	1931	1933	Parks Prairie #	2249
				Nateby #	3754
Crowsnest	78	1956	Operating June 1963	Blairmore #	628
				Frank #	629
				Bellevue #	1336
				Mohawk #	5080
				Hillcrest #	5081
Cherry Point	79	1959	1961	Cherry Point #	4721
				Bear Canyon #	4948
				Clear River #	5104

INITIAL AGREEMENT FOR CHINOOK CONSOLIDATED SCHOOL DISTRICT NO. 16



Chinook, Alta. June 5th 1915.

We, the Chairmen of the Buffalo Plains, Bison, Carpathia, and Popular Districts, who, in the event of these districts becoming a Consolidated District, will be the first Board of Trustees, Agree, that we will surrender the assets of our several Districts to the Consolidated District, on the condition that such Consolidated District assume our several liabilities.

Signed on behalf of our respective Districts this fifth day of June A.D. 1915.

Buffalo Plains - -	James Young,
Bison - - - - -	Robt Dobson
Carpathia - - - - -	W.H. Short.
Popular - - - - -	W.E. Bennett

APPENDIX J

BOARD OF PUBLIC UTILITIES COMMISSIONERS: ORDER NO. 203



ORDER NO. 203

File No. 657
S.D. Cons. 16

Having received a certified copy of the Bylaw passed on the seventeenth of June, 1916, by the Board of Trustees of the Chinook Consolidated School District No. 16, of the Province of Alberta to borrow the sum of Fifteen thousand xx/oo dollars on the security of the said District for the purpose erecting and equipping a solid brick, steam heated four-room school house, and purchasing conveyances repayable to the bearer in twenty equal consecutive annual instalments with interest at not more than eight per centum per annum and being satisfied that the several conditions required by the School Ordinance have been complied with, the Board of Public Utility Commissioners for the Province of Alberta, under the authority vested in said Board by the said Ordinance and the "Public Utilities Act", hereby authorize the said School Board to borrow the sum of Fifteen thousand xx/oo dollars on the security of the said District for the purposes above mentioned.

Edmonton, the 30th day of November, A.D., 1916

BOARD OF PUBLIC UTILITY COMMISSIONERS

(Signed) G. H. V. Bulyea

Certified a true copy

James E Reilly
Secretary

Chairman

APPENDIX K

VAN DRIVERS' CONTRACT

Memorandum of Agreement made the 1st day of January, 1920.

BETWEEN W.H. Short of Chinook, in the Province of Alberta, hereinafter called the Contractor of the First Part, and the Consolidated School District of Chinook, No. 16, in the Province of Alberta, herein-after called the School District of the Second Part.

WITNESSETH that the parties hereto, in consideration of the covenants, agreements and payments hereinafter mentioned, do hereby agree with one another as follows :

April.

1. The Contractor agrees to furnish a team of horses, harness; robes and driver suitable and sufficient for the purpose and acceptable to the Trustees of the School District and to convey to and from the Consolidated school building on each school day during the term of this Agreement all the children attending such school and living tributary to the route assigned to the Contractor and known as Route No. 7, as shown on a plan of routes filed in the office of the Secretary of said Consolidated School District, identified by the signature of the Contractor and sealed with the seal of the School District and known as Plan No. 7, a copy of which is hereunto attached and marked as Exhibit A; for the period between the 1st day of April, 1920, and the 31st Dec. A.D. 1921, for the sum of six 50 dollar per day for each day during which the School of the said School District shall be actually in session, the said sum to be payable on the 1st day of each month, the Board at all times withholding until completion of contract a sum equal to 2 1 day's pay.

2. The School District shall provide the van or conveyance, and the Contractor shall at all times provide that the conveyance shall arrive at the school aforesaid, at least 10 minutes before the opening hour, and leave the school immediately after the closing hour, the driver to be at all times courteous to the children while using the conveyance in his charge and to report forthwith any misconduct on the part of any of the said children while in his charge to the principal of the said school

3. The Contractor agrees to see that any Heaters provided by the School District are properly attended to and kept in good working order during the trips to and from the school building during such period as the Trustees of the School District shall direct; and further covenants that the average rate of travelling of the said conveyance both going to and returning from the said school shall be at all times during the term of this Contract not less than six miles an hour.

4. The Contractor shall be responsible and hereby covenants that all reasonable care shall be taken of such conveyance and equipment as may be supplied for his use by the said School District from time to time, as well as all equipment furnished by the said School District for the comfort of such school children from time to time and shall deliver such conveyance and all such equipment to the School District any time upon demand made by the said School District. In case of loss or damage to such conveyance and equipment, the Contractor shall pay for such loss or damage at a price to be fixed by the Trustees of the School District.

5. The School District may at any time by giving notice in writing to the Contractor, make any change in the route aforesaid, such change to take place at the expiration of three days from the giving of such notice, and the contractor shall be bound to comply with such change of route and to follow the new route laid down by the said School District for the balance of the term covered by this Contract without extra remuneration if the said change does not entail a greater mileage being travelled by him than the present route, provided that any excess in mileage over the mileage to be travelled over the route as laid out on the date of the execution of this Agreement to be travelled in consequence of such alteration of route shall be paid for at the same rate per mile as now payable under this Agreement.

6. By reason of any material shortening of the route to be travelled by the van, or of any good and sufficient reason in the opinion of the Board, they reserve the right to cancel this contract at any time by giving to the Contractor thirty days' notice in writing of their intention to do so.

7. The Contractor shall give a bond to the School District at any time upon demand of the School District for the sum of Two Hundred dollars for the faithful carrying out of his contract hereunto.

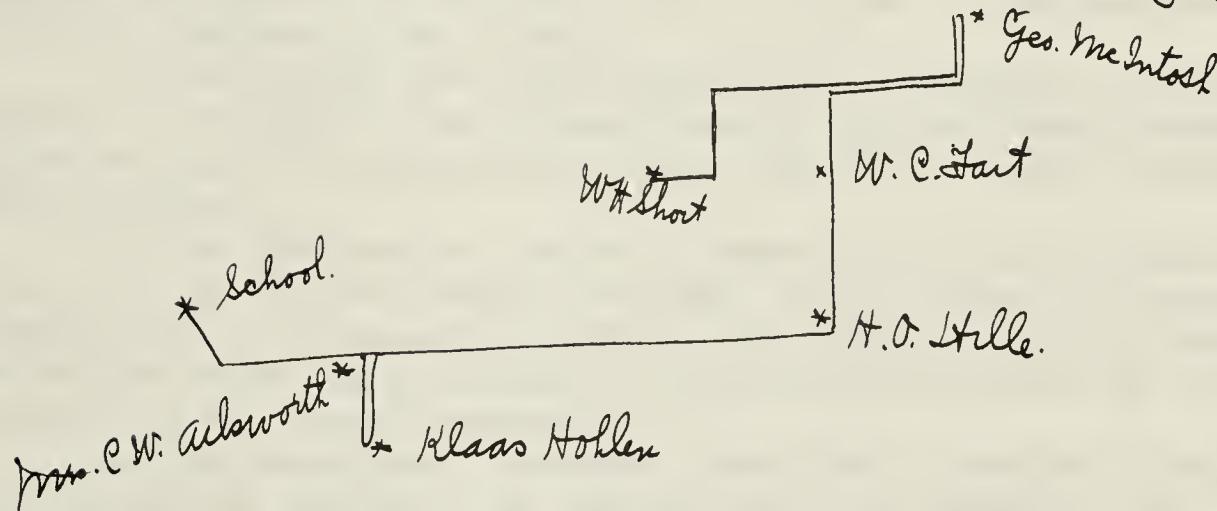
8. The Contractor agrees to pay a penalty of 50 cents for each time he is late or five $\frac{1}{2}$ dollars for each school day he does not make his trip, unless such penalties are remitted by the Board of Trustees.

9. The Contractor also agrees to comply with the following rules:

- (a) To see that no smoking is allowed in the van.
- (b) To see that no parcels are carried that obstruct the van in any way.
- (c) To prepare a schedule showing the time at which he will call at each place from which he conveys children, and to send a copy of this schedule to the Secretary of the School District.

Exhibit "A"

Plan No. 7



IN WITNESS WHEREOF the said Contractor hath hereunto set his hand and Seal and the School District hath caused to be affixed its Corporate Seal and the hand of the Chairman and Secretary-Treasurer thereof.

Signed, Sealed and Delivered

in the presence of

.....(Seal)

.....(Seal)
Chairman

Five Lake | *Lorne Proudfoot*(Seal)
Sec. Treasurer

APP

APPENDIX L

EDUCATIONAL ACHIEVEMENTS IN CHINOOK CONSOLIDATED DURING THE YEAR 1942*

1. The work of the school was of sufficient high calibre to warrant a visit from a reporter of the Calgary Herald, whose article on Chinook Consolidated was published as a featured article in the Magazine Section of the Calgary Daily Herald.

2. The school work in the Intermediate and the Primary rooms of the Chinook Consolidated School was recognized as outstanding, when Miss McDonald and Miss McLeod, along with pupils from their respective rooms, were selected by the inspector to present teaching demonstrations at the Teachers' Institute at Oyen.

3. A visit to the school by Dr. Carpenter, the Supervisor of Technical Education for Alberta. His visit was for the express purpose of showing the Department of Education's interest in the progressive methodology maintained in the school.

4. The Society for Visual Education, of Chicago, U.S.A., have produced a film-strip of the Science Room in Chinook Consolidated. The copies of said film are being used by schools throughout Canada and the United States.

5. The Progressive trends of education in Chinook Consolidated were recognized at the two largest teachers' conventions in Alberta, viz: (1) Calgary public and separate schools, (2) Calgary District Teachers' Convention, when the principal of Chinook Consolidated was the "guest Speaker" at the above conventions.

6. Two educational journals, the Alberta Teachers' Magazine, and the Educational Quarterly of the University of Alberta, have paid tribute to Chinook Consolidated with the presentation of pictures and featured articles re teaching methods employed in the Chinook school.

7. The winning of the Governor-General's Bronze medal by Dudley Connor for obtaining the highest average in the grade nine Departmental Examinations in the Oyen Inspectorate.

8. Through student activities such as the Aluminum Drive, the Progressive game Parties, the pupils of Chinook Consolidated since last January have contributed \$87.35 to the local society of the Canadian Red Cross.

9. Mr. W. Watson, the caretaker of the school received commendable praise from Mr. H.C. Sweet, the High School Inspector, for his fine work in the school. The report reading "Caretaking service by Mr. Watson is excellent."

10. A Sewing Circle for students of the school under the co-leadership of Miss Proudfoot and Miss Edler meets once a month at the school. The work accomplished is very commendable.

11. During the year the students purchased 327 war saving stamps, or an investment of \$81.75 in Canada's future.

*Prepared by L. Proudfoot, Secretary, Chinook Consolidated School District No. 16.

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